DOCUMENT RESUME

ED 254 692 CE 040 968

TITLE	Low Voltage Alarm Apprenticeship. Related Training Modules. 28.1-28.12 Human Relations.
INSTITUTION	Lane Community Coll., Eugene, Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem.
PUB DATE	[82]
NOTE	159p.; For other apprenticeship documents related to this trade, see CE 040 962-969. For pre-apprenticeship documents covering human relations (using many of the same modules), see ED 217 258-268. Many of the modules are duplicated in CE 040 976 and CE 040 996.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Alarm Systems; *Apprenticeships; Behavioral Objectives; Communication Skills; Decision Making; Employment Interviews; Goal Orientation; Group Dynamics; *Human Relations; Individualized Instruction; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Job Skills; Learning Modules; Money Management; Postsecondary Education; Problem Solving; Resumes (Personal); Self Evaluation (Individuals); *Trade and Industrial Education; Work Attitudes
IDENTIFIERS	Work Habits

ABSTRACT

This packet of 12 learning modules on human relations is 1 of 8 such packets developed for apprenticeship training for low voltage alarm. Introductory materials are a complete listing of all available modules and a supplementary reference list. Each module contains some or all of these components: goal, performance indicators, study guide (a check list of steps the student should complete), a vocabulary list, an introduction, information sheets, assignment sheet, job sheet, self-assessment, self-assessment answers, post-assessment, instructor post-assessment answers, and a list of supplementary references. Supplementary reference material may be provided. The 12 training modules cover communication skills; feedback; individual strengths; interpersonal conflicts; group problem solving, goal setting, and decision making; worksite visits; resumes; interviews; work habits and attitudes; expectations; wider influences and responsibilities; and personal finance. (YLB)

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APPRENTICESHIP

LOW VOLTAGE ALARM

RELATED
TRAINING MODULES

28.1 - 28.12 HUMAN RELATIONS

CE040968

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APPRENTICESHIP

LOW VOLTAGE ALARM
RELATED TRAINING MODULES

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1.5 Compound Numbers
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1.9 Perimeters, Areas and Volumes
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22.4 Key Access Control
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23.1 Telephone Services
24.1 Basic Sound Systems
25.1 Business Letters
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26.2 CCTV Cameras
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LOW VOLTAGE ALARM

SUPPLEMENTARY REFERENCE MATERIAL

Intrusion Detection Systems: Principles of Operation and Application

Author: Robert L. Barnard
Edition: 1981

Understanding and Servicing Alarm Systems

Author: H. William Trimmer
Edition: 1981

In the event additional copies are needed, they may be purchased through:

Butterworth Publishers
10 Tower Office Park
Woburg, Ma. 01801

RECOMMENDATIONS FOR USING TRAINING MODULES

The following pages list modules and their corresponding numbers for this particular apprenticeship trade. As related training classroom hours vary for different reasons throughout the state, we recommend that the individual apprenticeship committees divide the total packets to fit their individual class schedules.

There are over 130 modules available. Apprentices can complete the whole set by the end of their indentured apprenticeships. Some apprentices may already have knowledge and skills that are covered in particular modules. In those cases, perhaps credit could be granted for those subjects, allowing apprentcies to advance to the remaining modules.

We suggest the the apprenticeship instructors assign the modules in numerical order to make this learning tool most effective.

28.1

COMMUNICATION SKILLS

Goal:

The apprentice will be able to describe good communication skills.

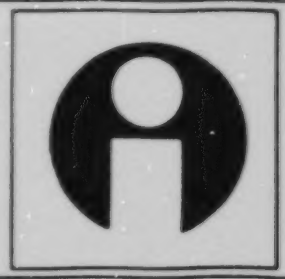
Performance Indicators:

1. Describe importance of listening during communication with others.
2. Describe how to get the other person to listen.

Introduction

Communication is a two-way process; one person initiates and the other person responds. There is no communication if you are by yourself in the wilderness. This module emphasizes the two-sided nature of communication: listening actively to others, hearing not only what you want to hear, but what the other person means, and, ensuring that you, yourself, are treated with respect and listened to when it is important to be heard. It is your right and obligation to make sure that communication <u>is</u> two-way.

Study Guide



This module is about communication skills. Being able to listen actively to other people and ensure that you are listened to is essential for good, two-way communication. Most of us work with other people, and these skills will help you get along and get ahead with your fellow workers and people in supervisory positions. To complete this module, follow the guide below. Please check off the assignments as you complete them.

1.____Read the Introduction and Information sections carefully. Discuss within your class anything you are not clear about or that you wish to discuss.

2.____Complete the Self Assessment and compare your answers with those suggested on the Self Assessment Answer sheet. Discuss, with a partner, and, if necessary, with your instructor, any answers with which you disagree.

3.____Complete the Post Assessment. Your instructor will need to divide the class, preferably into groups of three. Follow the instructions at the top of the Post Assessment sheet and practice the skills in the given situation. Report to your instructor when you have finished, and before continuing with another module.

Information

Are you a good listener? Do other people listen to you when you want to say something important?

It is essential to be aware of and to practice skills in communication. They are the most important social skills, and as most of us work with other people, they are essential in our jobs as well. They are at the center of human relations training and the very core of respect for the rights of individuals. More problems and difficulties between people occur from poor communication than from any other area of human experience.

We are born with the ability to communicate our own needs, but we have to learn how to hear and respond to others. What often happens is that during our early childhood training we are made to feel guilty about this inborn ability to ask clearly for what we want--it is labeled as aggressive, impolite and selfish. Of course, there are more appropriate ways to make our needs felt than screaming and crying, but the direct honest communication of babies is something we can still learn from. There is not even much encouragement to acquire the skills of genuine and active listening to others. Most of us know that the experience of being "told off" or of being very bored by someone who has power over us teaches us only to be quiet and to appear to be listening without necessarily understanding or wanting to understand. We are likely to feel that we have been done violence to by not being allowed to express ourselves, especially any negative feelings, and we begin to feel resentful and disinterested in giving anyone else the attention and understanding that we, ourselves, do not feel we are receiving.

We are told, very early on, about the importance of listening to, understanding

and acting on communication that is initiated by higher status individuals (e.g. parents, teachers, supervisors, etc.). It still is the most efficient and productive way of initiating action. However, you are also entitled to communicate what is important to you, and that is what this module and the exercises should help you to do: communicate better, not only with your fellow students or co-workers, but also with people in authority.

When other people sense that you really are listening to what they are saying (to their feelings and their words), they feel valued and respected. When you get the same, honest attention paid to what you are saying, you are likely to feel good about yourself and the other person. Everyone benefits and gets along better.

First of all, we will look at active listening. This has been divided into two areas: centering attention on the other person and checking ideas and feelings.

Center your attention on the other person rather than on your own response or whatever you may be reminded of in your experiences. Try to understand why the subject matter is important to the other person. Think of the other person as someone you are trying to gain knowledge from. This involves openly showing you are listening, keeping your eyes directed most of the time toward the other person, avoiding distractions, such as looking over his or her shoulder at other people. (If the other person really is very boring, then it will be necessary to practice your skills at being listened to.) Think of some of the ways that your body language and use of voice might indicate to someone that you are not listening actively, e.g. slumped body, dull tone of voice, scratching, picking your nose, etc. Watch how people at home and in the community express, with their body, as well as their voices, their interest or lack of interest when somebody else is speaking to them. The challenge in active listening is to find out as much as possible about what interests the other person (as much as the other person is willing to divulge). Take it as a challenge to find out what is really important to the other person; you will discover that even in day-to-day activities each of us is living according to very firmly established values and beliefs. By listening actively, you not only understand the other person, but you flatter him or her at the same time.

Here's an example:

A. "I went to the ball game last night."

B. (assumes mistakenly it is the game that interests A) "Who won?"

A. "Ems. 4-0."

B. "Oh." (not knowing anything about baseball and thinking this was what A wanted to communicate, B comes to a bored and boring stop.)

Here is the same situation that resulted in a different quality of communication:

A. "I went to the ball game last night."

B. (noticing A says this without enthusiasm) "I didn't know that was something you enjoy doing."

A. "It isn't. I prefer going fishing but my girlfriend wanted to go."

Now, at this point, there are several possibilities that will help B tap into what really interests A. It would be possible (although probably too threatening, even if it is accurate) to ask, "Does she always make decisions for you?" There are many other less challenging alternatives. Here are a few:

a) "Great. Where do you go fishing?"

b) "What sort of fishing do you enjoy?"

c) "You seem to like outdoor activities."

d) "Does she go fishing with you?"

e) "Sounds as if that might have been a little boring for you."

f) "Do you usually share your activities?"

The many alternatives available to B do not require specialized knowledge, not even similar background experience. It's possible to carry on an interesting and enthusiastic discussion, using active listening, with a nuclear scientist talking about a complicated theoretical point, if you are able to cue the person into communicating what is important to him or her. In this case, you would probably not understand the content, but you would be responding to the feeling. All that is required is that the active listener has a wish to find out more about the other person. In the example, the possible questions and comments follow on from A says and encourage A to open up and communicate directly.

<u>Checking that you have understood the other person's feelings and ideas.</u>
Sometimes, as in the illustration of the scientist whose ideas mean little to

you, the most important thing you can do in understanding another person is to be sensitive to the feelings either expressed, or in underlying the words. However, a complete communication is going to occur when both content or ideas and feelings are recognized and understood. The easiest way to practice this listening skill is to try putting into your own words what seems to be most important to the other person and then asking them whether that is what he or she said. Also, if you think there are feelings that do not match with the content, it is useful to be able to identify what you think are the feelings and again to check with the other person. Both of these listening skills are extremely important when someone is trying to communicate something to you that they believe you should hear. In other words, even though you are still centering attention on what the other person says, it is given added importance because they are trying to focus on you.

Following is an example:

A. "There's something I want to tell you and I don't know where to begin.".
B. "It seems to be difficult to tell me."
A. "Yeah. The thing is...and I'm not the only one who says this...I've been asked to tell you...only I don't know how you'll take it."
B. "Sounds as if you're feeling uncertain whether I'll accept what you tell me."
A. "Yeah, I...."

The first response by B checked the content of the words; the second response by B checked the feeling expressed in the hesitant manner of delivering the words, and probably the worried expression on A's face. Remember, even if what you eventually hear is unpleasant, the fact that you are checking the direct and indirect meaning helps the communication process. By doing this, you are making it easier for A and probably making such a favorable impact that you will improve your position when, at last, A gets around to telling you what <u>is</u> the concern. You may have noticed that the aim is to stay in the present, following closely the words and feelings the other person is expressing. Your predictions about what the other person might be talking about are probably not relevant at this stage. Even if you guessed and jumped in with, "Oh, you're criticizing me about-----," you lessen your chances of coming through the ordeal having made a favorable impression for your effort to understand, to give full attention and to take notice. They are all personal skills that will help you get and keep jobs.

Sometimes the feeling content is so obvious that, particularly when it is a negative emotion directed at you, any checking of it would sound like a challenge.

For example:

A. "I'm very angry about what you've done."

The feeling here is clear. You would probably make matters worse if you said, "you seem to be mad at me." A better response would be any of:

B. a) "I'm sorry you're mad at me."

b) "I wish I could change how you feel toward me."

c) "Can I do anything to help change your feelings about me?"

Now it is <u>your turn to be listened to.</u> The way in which this is going to happen is by asserting your rights as an individual to the same respect that you give the other person. Developing the communication skills that ensure that you are listened to and get what you believe you deserve, is essential at work and in everyday life. At work, it is important when:

*you need help, more instruction, guidance from supervisors, journeymen and fellow apprentices

*you want to end something that you feel is not respectful to you as an individual, e.g. continued jokes about you, bullying or other belittling attitudes and comments

*you want to clearly say "yes" to something

*you want to say "no" to other people's requests without feeling guilty

There are some occasions when you just can't get what you want without changing the other person or the place. Sometimes it is better to disagree silently with the boss; this is where the additional skills of tact and diplomacy may be useful. In this case, your interest in asking your boss not to blow cigar smoke at you might be overridden by another interest--keeping your job. There are also work settings where you might find a similar conflict of personal interests in dealing with a customer who, as a professional, you know is nearly always right. Imagine you are a floor layer who sees that a customer has bought cheap material that will not last long. In this situation you have an obligation to respect the customer, and your expression of opinion about the material comes second. Even if the customer asks, "What do you think of the carpet?", a skillful answer incorporates what you have learned about active listening; you check what is behind the

question, which, in this instance, is probably a request for reassurance.

For example:

"It will look marvelous when I've installed it."

or

"It seems like a good buy, for the money you paid."

So, it isn't necessary that you express everything you feel; that would be no advance over what a three-year-old child does. The guideline is to identify when you feel your rights as an individual are being seriously questioned, when you are being treated with less than appropriate respect. As an apprentice, you can expect to take some knocks, but you still have a right and a duty to your own self-respect to correct a situation or relationship where you are continuously being 'put down.' When you feel a situation is getting worse and you fear for your job, check with your co-workers; they may have the same feelings. If the trouble is something that can be changed for the better, you have nothing to lose. It is important to speak out and there is a well-proven way of doing it--and not only surviving, but winning.

The skill of being listened to involves avoiding, at all costs, becoming aggressive and threatening to the other person. If you are aggressive, it sounds like an ultimatum and the other person is given two choices: surrender or fight. Most people will fight, or will give in and resent you; either way, you have lost. The skillful way gives the other person a face-saving way out; it shows respect for him or her at all times.

Take, for example, complaining to the boss when he or she makes an unreasonable request. Maybe your boss has asked you to run a personal errand during your lunchtime. If you don't want to do this, you do have the choice of speaking out and being listened to. Here's the procedure to follow:

1. Show your boss you understand what is important to him or her.
2. Take responsibility for your own feelings.
3. Suggest a politely-worded, alternative action.

For example:

"Excuse me, I wonder if I could have a word with you. It's about the errands you've asked me to run. I realize that you are very busy, that they are

important to you and I would like to help. I'm not sure why, but I'm feeling upset about losing my lunchtime. I use that time to relax and eat so I can work hard in the afternoon. I wonder if I could run that errand after 2 o'clock.

It would be difficult for any person to respond to this request in other than a reasonable manner.

Here's another example where you feel you are not getting the supervision you would like. Follow the same formula:

1. Show your understanding of the other person's position
2. Openly take responsibility for your own feelings
3. Suggest, politely, an alternative to the present situation

"Excuse me, Bob. Have you got a minute? I know you're busy and maybe I'm unfair in feeling that I'm missing out on my training, but there is a lot I want to learn and practice; much more than I'm doing now. Would you please, if you don't have the time, ask someone else to give me some instruction for a few minutes twice a day? Thanks a lot, Bob."

Here is an example showing the skill of saying "no," while avoiding threatening the other person, and while maintaining your sense of self-worth.

A. "I'm in a hurry to leave early. Can you punch the clock for me?"
B. "I can see you're in a rush, and I may be silly about feeling pressured into something I don't agree with, but I'd appreciate it--even though you're in a hurry--if you could do it yourself this time."

Underlying all of these suggestions for skilled communication is the principle of respect. Try to maintain respect for your fellow workers and uphold your own sense of self-respect. This makes for communication between equals. Even if you are not equal in work skills, experience, status, money, you are equal in your individual worth. Show you believe in other people and show you believe in yourself; being able to communicate, with honesty and respect, to each other, demonstrates that belief.

2.4

Self Assessment

Here are some descriptions of different ways of communicating with--and responding to--other people. In the spaces provided, write a T if it describes how you might feel or behave, and F if you would act or feel in a very different way.

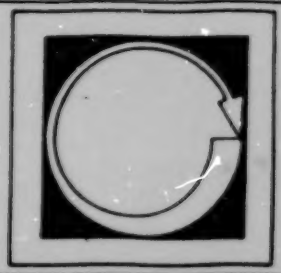
1.___When someone, other than a close friend, is speaking to me, I have difficulty in concentrating on what he or she is saying.
2.___When friends ask me to do something for them, I find it very difficult to refuse even when it is very inconvenient for me to do it.
3.___If a person is talking about some subject I know very little about, it is hard communicating with them.
4.___I believe that everyone is interesting, especially when they are communicating what is of great interest to them.
5.___It is important to listen to the feelings that people are expressing, as well as to the words.
6.___When I don't like what someone is doing, I can't bring myself to tell them so.
7.___I want to feel independent, strong and self-reliant.
8.___I usually fit in with what other people tell me to do even when I don't agree with it.
9.___I prefer to be looked after by someone else; it's too scary to stand up for myself.
10.___Even if I feel I'm being taken advantage of by a friend, it's better to keep the peace and say nothing.
11.___When someone gives full attention to what I am saying, it makes me feel understood, and that's a very positive feeling.
12.___If I get angry, it's always someone else's fault.
13.___It's often the impolite way in which things are said that makes a request sound more like a demand.
14.___Understanding what someone means to say is a skill that can be learned.
15.___It's not enough to listen, it's important for the other person to know that you are listening.

16.___It's possible to listen actively to someone and glance at a magazine at the same time.

Self Assessment Answers

1. F
2. F
3. F
4. T
5. T
6. F
7. T
8. F
9. F
10. F
11. T
12. F
13. T
14. T
15. T
16. F

Post Assessment



In completing this section, it's better if you can work in groups of three people. One person will be A, another B, and the third will be an observer. Make sure that each person practices active listening and being listened to at least three times each. If you want, think up some situations for yourself and rehearse those. Discuss, each time with the help of the observer, how successful the communication was.

1. Practice in active listening.
   a. B asks A what he or she did last week-end.
   b. B asks A about a hobby or other interest.
   c. A tells B about something he or she has felt angry about.
   d. A tells B about a time when he or she really felt happy.

2. Practice in being listened to.
   a. Your friend's father asks some searching questions about his son or daughter; you don't want to give any information.
   b. A dentist keeps you waiting an hour; you want to complain and suggest an alternative.
   c. You buy a stereo that breaks down within two weeks of purchase. You take it back and ask for a refund or exchange.
   d. You ask a journeyman not to give you only the tasks he doesn't want.

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28.2

FEEDBACK

Goal:

The apprentice will be able to describe the skills needed for giving praise and accepting constructive criticism.

Performance Indicators:

1. Describe importance of team-work and group support.
2. Describe reading of attitudes.
3. Describe giving and receiving positive opinions.
4. Describe giving and receiving criticism.

Introduction

The purpose of this module is to give you the opportunity, within a supportive group, to practice giving and receiving information about how each of us comes across to other people. If you get sufficient evidence about what sort of person you seem to be, from the attitudes you reveal, and the way you behave, then you have a starting point for developing new personal skills. It is the function of the group in which you are a member not only to provide personal feedback to each person, but also to do it in an encouraging way; each person will have an interest in helping each other. It is of great value to practice the skill of listening to positive personal comments without being shy, and practice the skill of receiving negative responses without getting defensive or aggressive. This will be a more direct and honest way of communicating than many of us are used to in our everyday life, but it could be an invaluable set of skills to have in a work setting. Honesty of communication, the ability to reward good attitudes and behavior, and to limit and do away with unproductive ways of behaving, are crucial to creating an efficient and satisfied working team.

Study Guide

Read the following guide and check off each task when you have completed it. Since this module could stretch over several group meetings, it is all right to continue to another module even though you have not completed all the assignments.

1. ____Read the Goals, Performance Indicators and Introduction sections.
2. ____Study the Information section and discuss the ideas within your group.
3. ____Complete the Self Assessment and discuss your answers with a partner.
4. ____Complete as many assignments as your instructor decides are necessary.
5. ____Complete the Post Assessment.

Information

The Importance of Group Support and Teamwork

Can you work in a team? Can you be a productive team member? It isn't enough to be thought "nice" or to treat everyone else as "nice". You don't need to be considered a wonderful person, liked by everyone, in order to be a good team member. You do need skills such as being tactful and diplomatic, having a sense of humor, the skill of showing enthusiasm and the skill of being able to get things done in a team--working toward a common goal and finding the most efficient path to get there. The only way to build a satisfactory team is for everyone to know just where they are and what they are being asked to do. This can only happen by means of direct communication. If, for example, you are in production work and there is one worker who frequently 'goofs off,' leaving you with his or her work, what do you do? Do you smile, act nice and keep the peace at all costs? Do you stay quiet and secretly build up your anger and resentment? Or do you try to do something about it? If working together is important, it means you have responsibilities for other people as well as for yourself. In a tug-of-war battle, the individual members will be different weights and strengths, but unless each and everyone pulls to the fullest, there is no team.

Once the team's aims have been agreed upon (e.g., completing so many production units, meeting completion deadlines, completing your job in the construction process to allow the next trade worker in, etc.) the responsibility of each member is to the team. Team members all pull together. There is an option: get out and do something on your own or find a team whose aims and goals you can agree with.

Unless there is this experience of a real team, it is unlikely there is going

to be much direct communication between people. A characteristic of a poor working environment is that you hear about things indirectly; you maybe are told six months after you did something, that it was wrong. You probably get only the faintest and smallest of praise, even when you know you have done an excellent job, or you get a gush of praise that doesn't sound true and you know has only been said because it is supposed to be the 'right' thing to do. What happens under these conditions is that efficiency and production decrease; everyone is in it only for themselves.

The existence of a genuine team which has open aims and goals and honest feedback to individuals can benefit any organization and enhance all people. In the training suggested in this module, group support and team spirit is built up gradually so that there can be increasing levels of practice in giving and receiving inter-personal feedback. This basis of support helps people feel more secure and confident and is vital to the success of the team and the well-being of the individuals within the team setting.

Reading Attitudes

Many people's attitudes are visible within the first few minutes that they speak. You may not realize just what consequences that might have; you are more likely to be hired and fired for your attitudes than for any skills or work experience you may have gained before being employed. What many of us probably don't realize is that there is no science of hiring, promoting or getting rid of a worker. Even though it is possible to count up certain behaviors (e.g., punctuality, attendance, productivity, etc.), the interpretation of your attitudes is purely a matter of opinion. This means that how you come across to somebody else could make the difference between getting and keeping a satisfying job and working in something dead-end.

How can you find out how you affect other people? Sometimes a close friend will give you a one-sided picture, but usually we don't find out that we are getting negative responses from other people until it is too late. "I'm sorry, but you just don't fit in here." You know the way advertising plays on this lack of information; people spend a fortune each year on deodorants, mouth wash, etc. for fear that even their best friend won't tell 'the truth.'

How do we read attitudes? The most obvious way is to listen to what someone says; how do they organize their thoughts and experiences, what are their values and beliefs? Also important is the way they say it--in an off-hand way, a sly manner, with sarcasm, etc. All of these, remember, are interpretations by the listener. You may not even be aware that you sound bored. This is the value of getting other people's opinions on how you come across. But, it isn't even necessary to hear someone speak in order to form an impression of them. Take, for example, the way a person moves. Watch within your group. Does he or she go directly to a seat? Does he or she wander around in a vague manner? Does he or she go in one direction, then change his or her mind and go another way? It might seem small, but you can reveal a lot even in the way you move. You can show a definite sense of purpose that might get you or lose you a good job. Even deciding ahead which tool you need, reaching directly for it, and getting on with your job, <u>is a skill</u>. You can learn to appear and be purposeful. There are many other ways that someone else can pick up on our attitudes. What does your voice sound like? Does it have variety in speed and in pitch? Does it sound interested, enthusiastic? Many people being interviewed for jobs speak words that mean they are interested, but the sound is dull and bored; they are not convincing. It is not necessary to become an actor, but all of us can learn minimal skills in matching our voice with the content and feeling of our words. Even the way you use your eyes can betray attitudes. Some people's eyes sparkle as soon as they talk with you, other people's eyes look like the eyes on a dead fish. It is a good idea to try looking in a mirror when you are talking on the telephone. See how much expression there is in your face. Does it match with what you are saying?

Many people, when they talk, look as if they are playing poker instead of participating in two-way communication. You can watch the different ways in which people in the group stand, sit, use their hands, dress, do their hair, etc. All of these and dozens of other signs can be seen by others as revealing attitudes. Take one last example: You are going for an interview. Because the job is frequently dirty and muddy, you decide it doesn't matter whether your shoes are clean or not. After the interview, you find out that you lost an opportunity because, "You didn't even think the interview was important enough to prepare for it. If you're that casual here, what would you be like doing high quality work?" It is in these little ways that conclusions can be drawn that can affect the course of your whole life. Perhaps the person made a mistake and didn't have

the skill of revealing through his or her appearance just how important an opportunity of getting into the trade was. Remember, employers are also people, and they respond just as the rest of us do--in a very human way.

Giving and Receiving Positive Opinions

Let's move on to the experience of giving and receiving positive comments. If genuine compliments are exchanged between people who respect each other, it leads to a greater feeling of solidarity and of self-worth. It is impossible to spoil anyone by saying they are doing well or you like something they have done. By giving honest praise, the result is that the individual complimented is more likely to go on doing what you liked. Some people have difficulty in accepting compliments. For example:

A. "You've done a great job."

B. "Yes, but I made a mess at this end, and I bet I can't do it as well, again."

It is possible to help people stop putting themselves down in public. Again, it is a skill. If people praise you, ask yourself, "Am I the expert on their opinions, or are they?" An individual giving a compliment is the only one who knows what he or she thinks, feels and believes about you. If he or she thinks you are wonderful, allow them to think that. If you undermine someone's praise, you are putting down not only yourself, but the other person as well.

Most students and young workers forget that giving positive feedback is part of communication, and, therefore, a two-way process. They wait around to be told they are doing well without it even crossing their minds that they can give positive praise, as well. When your instructor or supervisor does something you enjoy, try telling him or her, rather than just thinking it. If you tell your supervisor, "I really appreciate the way you gave that extra time to show me how to do that," the effect is likely to encourage your supervisor to give time again in the future. If, on the other hand, you enjoyed something your instructor presented, but you keep silent, there is no way in which he or she is definitely going to know how it went. The instructor might decide, "Well, I didn't make much of an impression that time; I'll have to try another approach."

Giving honest praise, communicating when you like what someone else has done, is a skill; you are not born with this ability, you learn it by practice. When you give positive feedback to a fellow student or worker, you are increasing the likelihood of what pleased you happening again in the future. By praising, you are stating values and standards; this is the way that we all learn the best way to do things and the most effective way to behave with others. It is a way of sharing and a practical way of encouraging progress and improvement.

Giving and Getting Criticism

The skills of giving and responding to negative comment help bring about an open, honest, working environment where things of value are encouraged, and those things that don't benefit the team are discouraged. It's often difficult, even for people in authority, to say directly anything negative. You might be in a job for months and fail to find out that you are not working up to standard until it is too late; "You're fired." It is in each of our interests to know anything negative that applies to us, even though, at times, it may be uncomfortable to hear. This does not mean that you have to act immediately everytime you have other than a positive response; just as in giving compliments, the communication of criticism is still an expression of personal opinion. When you start taking criticism very seriously depends on you and who it is who is giving the feedback; if it is several people or someone who can influence your future, you'd better take notice right away and act on it, unless you want to leave.

If you're feeling critical of a fellow worker in a situation that directly affects you, and you leave things to smolder, they are likely to blow up in your face. The silent build-up of interpersonal difficulties can eventually lead to an all-or-nothing confrontation. If a worker is not pulling his or her weight, how long do you put up with it before communicating your concern? You could simply pass on your grievance to the employer or supervisor. But, if you are interested in building up a genuine team, the first people to communicate with is the person himself, and your fellow workers. Direct feedback to a person is much more useful than something filtered through several others and distorted along the way. You know the party game of passing a whispered message along a line of people and how "the sun is shining" becomes "the china syndrome" as more people repeat it.

The skill of giving criticism is to do it in a way that is not threatening, but helpful to the individual, and in keeping with the aims and goals of the group. This involves an approach that combines praise with blame. If it is difficult to communicate criticism or advice, and, at the same time, you feel it is essential that you do it, it is better first to catch the attention of the other person with genuine praise and then follow up with your observation of what you don't like, together with a suggested alternative. It is too blunt and challenging, along with the heat of an argument, to say, "I think you are a liar." It is, however, highly skilled to be able to say, "I think you are very likeable. I would prefer, though, to be able to believe everything you say. Do you mind if, sometimes, I question things that don't seem very convincing to me?" Or, in this example where a person is constantly cracking improvised jokes, "I think you've got a great ability to poke fun and be creative. You don't accept anything exactly as it is; and I like that. But, I'd like you even more if you didn't joke at everything. Could you please hold off your jokes while we're listening to the next lecture?"

The skill lies in giving honest, constructive feedback, and avoiding making the other person feel or seem inferior. As in Communication Skills, where making sure you were listened to was discussed, it is very important to remember that both people are equals, and it is necessary to demonstrate that each respects the other as an individual.

Self Assessment

Demonstrate how you feel about giving and getting positive and negative feedback. Put an "x" in the space that best describes what you would prefer. When you have completed the exercise, join all the "x'x" together in one line from top to bottom. Discuss with a partner what your answers reveal.

How would you like:	Prefer	Don't care	Not prefer
1. Working with people who help and support each other.			
2. Knowing how you come across to other people.			
3. Letting other people know how they come across to you.			
4. Receiving praise for doing well.			
5. Being told, as soon as possible, when you have made a mistake or done something wrong at work.			
6. Telling other people what you like about them.			
7. Confronting other people, in a kindly way, when you think they are not pulling their weight in your team.			
8. Being told the truth even though it could be uncomfortable.			
9. Working in a group of people who are honest with each other.			
10. Receiving praise and criticism when it arises and not long after it is relevant.			

Assignment

This will take place over the course of several group meetings. If possible, some work on the skills should be done at least once a week. These activities get harder as they become more personal and start dealing with criticism and advice. The activities are only suggestions, and it might be possible for the group members to suggest additional ways in which they can achieve group solidarity and practice the skills of giving and receiving praise and blame. It is best if the people in the group sit in a circle so that everyone can see everyone else's faces.

1. Write down on an index card something you like about the person next to you on your left and your right. One member of the group collects the cards, shuffles them and deals them out again. In turn, read out (even if it is your original card) the two descriptions. The rest of the group should guess who is being described.

2. On index cards, each member should write down the name of the three people in the group who, by their expressed attitudes, seem at the present time most likely to be successful in getting and keeping a job. One member should gather the cards and tally the number of times each name is mentioned. Discuss the five people who are mentioned most, and offer suggestions why they might have been chosen.

3. Each group member thinks of three specific things (experiences, activities, places, memories, pets, people, etc.) that are very important to him or her. One person volunteers to begin, and tells the rest of the group. The person answers any questions, then invites someone else in the group to share the three important things. Continue until everyone has had the opportunity to contribute.

4. One member volunteers to be the focus of attention. The person to his or her right then offers direct feedback. Try to keep it as much as possible positive. For example, you could begin, "I like the way that you..." Continue around the group until everyone has given feedback. Then the first person chooses someone else to be the center of attention.

5. This is similar to #4, with one person at a time being the focus of attention. The next group member on the right then says, honestly and in as full detail as possible, how the first person comes across to him or her. This will involve negative as well as positive responses. Allow the person "on the spot" to ask follow-up questions if he or she wants anything clarified. In this exercise, it is important to keep the group supportive. When everyone has given a response to the first person, he or she invites someone else to be the focus of attention. This continues until everyone has had a chance to receive full feedback of how he or she comes across to the others.

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• Post Assessment

Write down your answers to the following three questions:

1. What was most important to you in this module?

2. What did you learn about yourself?

3. What of value did you learn about other people in the group?

When you have completed this, share your conclusions with either the whole group or in a small group of five or six people.

28.3

INDIVIDUAL STRENGTHS

Goal:

The apprentice will be able to identify personal values and influences that affect self-image, goal setting and effective time management.

Performance Indicators:

1. Identify techniques for self-evaluation.
2. Identify influences on decision making.
3. Identify ability to use time effectively.

Study Guide

Put a check mark next to each step as you finish it.

1. ____ Read the Goal, Performance Indicators and Introduction.

2. ____ Read the first part of the Information section and complete the first Assignment. At the same time read the third part of the Information Section and start recording your use of time.

3. ____ Complete the second exercise on influences.

4. ____ Complete the time chart.

5. ____ Complete the Post Assessment and hand it in to the instructor. Continue to another module.

Information

1. HOW DO YOU EVALUATE YOURSELF AND OTHER PEOPLE

Even before we meet with new people or start at a new job, we have already formed expectations about how those people, in or out of work, will behave and react to us. These expectations arise out of our interpretations of our own past experience. This seems a reasonable way of coping with social situations, but the danger lies in the tendency to try to prove that these expectations are a true reflection of reality rather than a projection of our own values.

You can compare us all to scientists whose theories help them predict what may happen and control the variables in a situation so that it will happen. Each of us builds up our own theories about other people, about how they do and should behave. Just as we are predicting how someone else will behave, he or she is doing the same. One problem is that our theories, even though they may overlap at some points, are rarely the same. Friends tend to have similar theories and people who don't like each other probably have very different theories. Many of us probably do not realize just how organized and sometimes fixed we are in our own theories. We may go around attempting to prove them true and ignore any evidence that contradicts them. Take, for example, someone who believes no one else can be trusted; he or she will spend a lot of time collecting evidence to prove this and disregarding any experience that disproves it. This is similar to prejudice about groups of people, "I agree he is all right, but he's an exception; all the rest of them are just as I say." Prejudice is a prediction of how other people will behave; it is an example of attempting to control the evidence and experience so that it will confirm your theory.

In the following exercise you will be asked to identify some of the important personal values that lead you to evaluate and pre-judge other people. These values also can lead you to pre-judging how you yourself will behave; this is again the self-fulfilling prophecy that was discussed in the first module,

Expectations. The exercise will help you see where your values and overall theory are working for you and where some aspects of it may be holding you back from making the best decisions for yourself and the fairest responses to other people.

Exercise 1

In the left hand column are role descriptions of people you may have known personally. In the right hand column, starting with your own name, choose nine of the people on the left and write in their names under your own.

*Myself	1. Myself
*Mother or someone who was in a mother's role	2. _____
*Father, or someone who was in a father's role	3. _____
*Brother or sister	4. _____
*A teacher you liked	5. _____
*A friend of the opposite sex	6. _____
*A person in authority you did not like	7. _____
*A close neighbor	8. _____
*A grandparent	9. _____
*A friend of the same sex	
*The boss in a part-time job	
*A small child you know	
*Someone you admire	

Even though there are twelve descriptions, in addition to yourself, you need only choose nine of them that you know well personally.

Now look at the first two names in the right hand column: that is yourself and the first person's name you have written. In what <u>important</u> ways are you two alike (not just in physical appearance, but in ways you behave, attitudes, character, etc.). For example, if you decide that an important way that you are alike is that you are both caring, then write that in the first space under A. Maybe, another way in which you are alike is that you both give orders. If that were so,

you would write it down in the second space under A.

	A	B	C
1	caring		
2	giving orders		
3			
4			
5			

If you can think of any other important ways in which you are alike write them down in column A. If you cannot think of any other similarities, look next at the second and third names in your list. Again, ask yourself in what important ways to me are these two people alike. You may, for example, think they are both very honest people. If so, you would write that down in column A under the other descriptions.

You continue to identify and write down important ways in which pairs of people are alike. Take the names next to 3 and 4, then 4 and 5, then 5 and 6 and continue to the end or until you have filled up column A.

Now look at what you wrote next to 1 in column A and think what is, for you, the opposite. There is no correct answer and different people would suggest different opposites. Whatever you think is the opposite write down on the same line under column C. Do the same for numbers 2, 3, 4, 5 and so on. Here is an illustration of the short of thing that is being described.

	A (how two people are alike)	B	C (the opposite of what you have written under A)
1	caring		unloving
2	giving orders		being told what to do
3	very honest		lies
4			
5			

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When you have completed these two columns, you will have identified some of the most important personal values you hold, that affect the way you evaluate both yourself and others. In addition, you will have written out the basis of your theory of how people behave. It is on your past experience of these important values that your predictions of the future are based. If, for example, your past experience has shown you, that caring people give orders to others and if that link is really important to you, it is likely that you will expect people who care to be in charge and for those in authority to show care. Where you are disappointed in these two not going together it is likely that you will discount the people rather than your theory of how they should behave.

Look through your two columns with a partner and discuss the values that you are revealing as important to you.

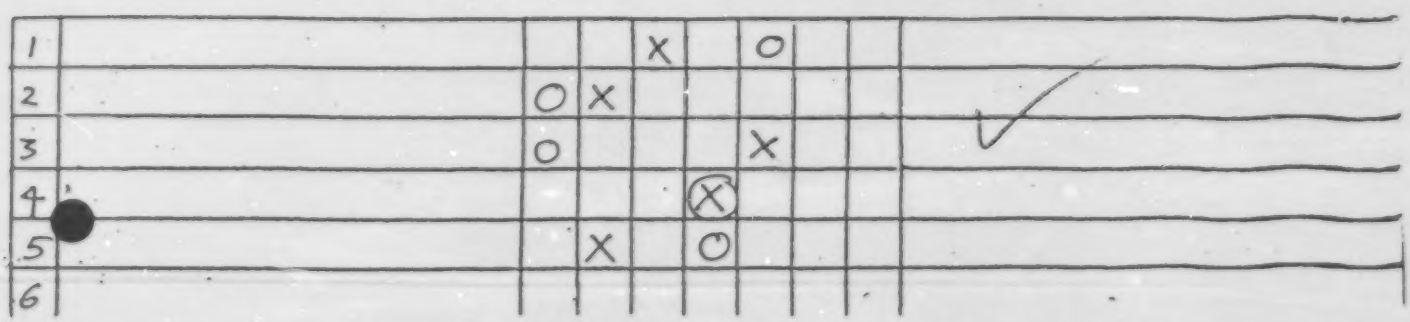
Next, you are going to use the squares under B to find out more about how you evaluate yourself in relation to people you know or would like to know. Look at line 1. In our example it has caring on one side and unloving on the other side. Decide how close to one of those sides you feel you are yourself and put an X in the square that best describes you at this moment in time. Go through each line doing the same.

When you have done that, go through again and put an O mark where you would ideally like to be, if everything were just as you wanted it to be.

If you think that where you want to be is the same as where you think you are at the moment, circle the X with an O.

When you have finished, the center squares may look something like this:

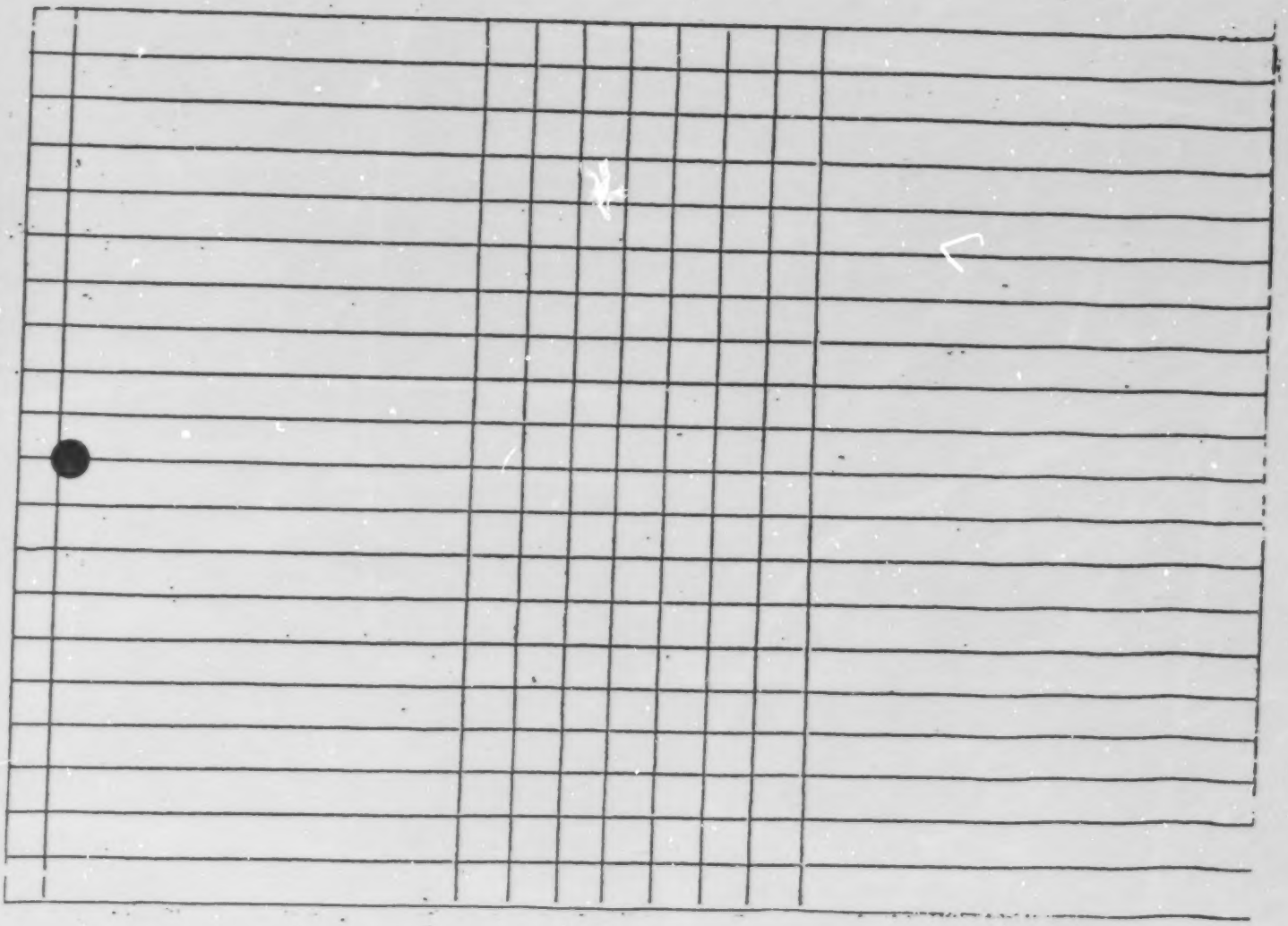
The ways in which two people are alike The opposite of the descriptions on the left



Next, you can go through it again and plot on the squares any people who are important to you. Put a letter to indicate who they are, e.g., J for Julia, M for Mother.

Now, look back at what you have done. See how near the X and the O are to each other on each line. If they are in the same or neighboring squares then it is likely you feel pretty good about yourself in this important area of your life. If they are separated by more than two squares it is probable that, at this moment in life, you are feeling unhappy about this aspect of yourself. The solutions might be that your ideals (what you would like), are unrealistic, or where you have put your X is doing yourself down or the values expressed in columns A and C on that particular line are values that you have clung to while not totally believing in their importance. These are things that only you can know, although it would be a good idea to discuss what you have done with a partner or your instructor. Next, look at the way in which you have plotted other people. Who is close to your ideal, your perfect O? Who falls below your ideal? Who is further away from where you would like to be than you are yourself? You should be able to see why you like some people more than others and why some people you are drawn to, you alse feel uncertain about in some of their behaviors. Some of the differences between you and another person may be based on values about people that are now out of date in your life. Discuss what you find with someone else in the group. If you want further help, ask your instructor.

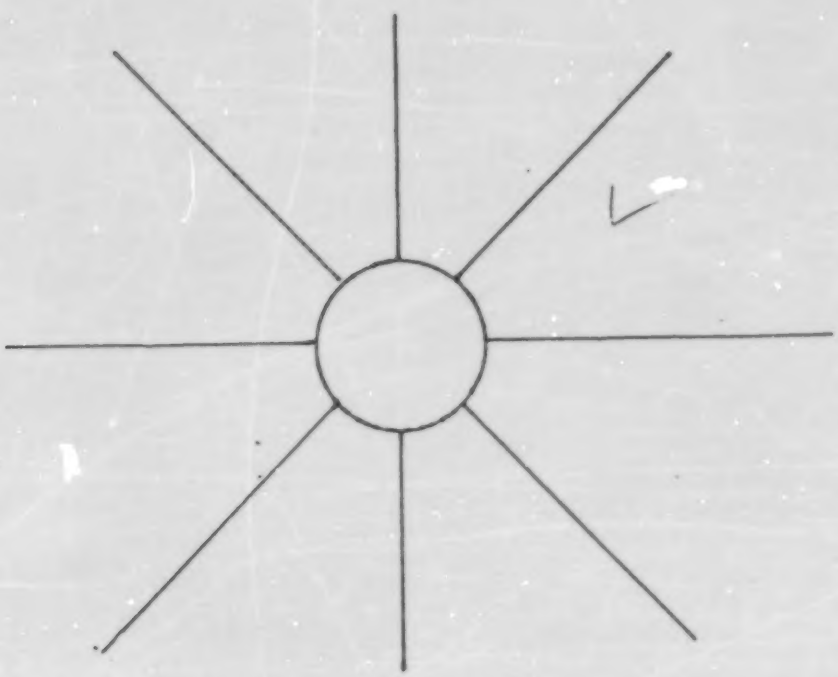
A. B. C.



2. WHO INFLUENCES YOUR DECISIONS?

This next exercise ties in closely with what you may already have found out in the first one. It is intended to help you identify who or what has the greatest influence over your life. How much are you yourself in charge and how much are other people pushing or pulling you, encouraging you or putting you off? All of us place a lot of value on some significant other people; it may be parents, intimates, persons in authority, etc. Sometimes it is even different aspects of our own selves that pushes us on or holds us back, e.g. being shy, wanting to win, and so on. You might also be influenced by organizations or institutions--family, church, country, school, work, etc. This exercise will help you identify how independent you are.

Write your name in the circle and at the end of each line write who or what has an influence on your important decisions, e.g. what career you choose, what leisure activities you have, how you do in school, etc. You might find that it is not only other people but different aspects of yourself that make you follow one track rather than another. Add extra lines if you need them.



When you have done this, go around the names you have written and put a + sign if the influence on you is positive and a - sign if the influence is negative.

After doing this, go around again and rank in order of importance these influences on you. Write the number next to the influence.

You may, by this time, have confirmed what you already suspected or discovered something that could help you in being able to take decisions for yourself rather than for other people. Compare what you have done with some other people in the group. Are your major influences different from theirs? Which influences are the same?

3. DO YOU MAKE BEST USE OF YOUR TIME?

You have already identified the most important values and people that affect your expectations, plans and decisions. Many of these will influence your attitude towards time. However, your use of time is probably most affected by two principle skills: your ability to organize and your willingness to be responsible for your own life. Just completing the next exercise will help you find out how well you can do both of these.

During the course of one day, there are many activities that we have to do which are not totally our own choice or to our liking. Each of us, however, can find time when we can have absolutely free choice over what we do. This time can be wasted or it can be used fully. This potentially is prime time: the time when we can devote our whole energies, interests and abilities to what we want to do. This could be a leisure activity, it could be completing a project at work, an assignment at school, relating with friends, relaxing by ourselves, or whatever. The main criteria for judging it is are you giving your full self to the activity or are you worrying about what has happended or what may happen in the future? Prime time is an opportunity to do what gives <u>you</u> satisfaction and to give yourself fully to the activity. This exercise will also help you identify where you can find extra prime time and where some of your activities are not using your time to its best value.

Here is a time chart. It is suggested that you keep a record for three days, preferably Friday, Saturday and Sunday. Complete it in the following way:

ACTIVITIES: Work, Self-maintenance, Leisure, Relationships, etc.

	*Actual time	Sleep											Total
Totals #													

*Actual time: On Day 1 this is worked out by recording the time you went to bed the previous night to the time you go to bed on Day 1. For example, if you went to bed to sleep at 10:30 p.m. on the previous night and at 10:00 p.m. on Day 1, the time would be from 10:30 to 10:00, which is 23 1/2 hours. You put this figure in the first column. The total at the right hand side should be the same.

#Totals: these should be the amount of time you spend on each separate activity during the three days of record keeping.

1. On the top line, fill in your main activities during any single day. Sleep is obviously one experience we all share, so this has already been written in. Other likely headings might be, travel, eating, shopping, talking with friends. You are also going to have several headings that are individual to you.

2. Fill in one day at a time. It would be better if you kept your record at least twice a day. Put a tally mark for each quarter of an hour spent in the activity. If it happended on three spearate occasions for five minutes each, it would still be recorded as one tally mark.

3. At the end of three days, add up your totals and share your chart with a small group. Discuss your use of time and identify activities that you might cut back or increase. Where do you think is your best time?

Post Assessment

Complete all of the spaces.

A. In the first exercise on personal values, I discovered:

1. _____

2. _____

3. _____

B. In the second exercise, I found out that the most important influences on me are:

1. _____

2. _____

3. _____

C. In the exercise on time, the most important things I found were:

1. _____

2. _____

3. _____

28.4

INTERPERSONAL CONFLICTS

Goal:

The apprentice will be able to describe the causes and consequences of interpersonal conflict.

Performance Indicators:

1. Describe the causes of interpersonal conflict.
2. Describe the consequences of interpersonal conflict.
3. Describe techniques for dealing with interpersonal conflict.

Study Guide

Check each task off as you finish it.

1. ____ Read and discuss the Information section of this module.

2. ____ Complete the Self Assessment questions and compare your answers with those given on the answer sheet, following the Self Assessment.

3. ____ Complete the four assignments in your group.

4. ____ Complete the Post Assessment and continue to the next module.

Information

It is generally agreed that over 80 percent of workers who are fired lose their jobs because of their difficulties with other people, rather than for incompetence or poor work. You might feel that any evaluation of you as a worker should be based entirely on work skills, not on how you get along with other employees; well, it isn't, and, rightly or wrongly, that is the way of the working world. It is, therefore, very important to discover as much as possible the sources and causes of conflict, as well as ways of dealing with it.

There is no difficulty in recognizing open arguments and threats of violence or signs of interpersonal conflict, but, hopefully, these situations will be very rare. Most conflict is expressed indirectly and requires some experience and skill to know what is going on. Conflict could be revealed in competition for power--who is in favor with the boss, who has the most influence, who can order others around. Even less direct is the fairly frequent situation of talking behind people's backs, gossiping, slandering, badmouthing fellow workers and/or the employer. In this indirect expression of conflict, there is frequently an attempt to divide people, to create sides and to win the fight by undermining the other side. Characteristic, too, is the spreading of rumors and generalizations about groups of people. In a workplace there is a lot of conflict, there is little team feeling or group support and a minimum of genuine communication. There is, however, an abundance of dissatisfaction, frustration, confusion, irritation, resentment and anger.

It is possible to find yourself in working conditions that seem to be the cause of conflict between people. It is not always clear who or what is the initial cause of the conflict; is it the working environment, the employer's values and attitudes, supervisors, fellow-workers, or could it be the way <u>you</u> are interpreting and responding to things? You could spend a lot of time identifying and deciding who or what is to blame, but still be no nearer to solving the conflict, unless you also decide who is responsible for doing anything about it. When people have negative

feelings in this vague, generalized way, it is usually in a 'Them and Us" atmosphere where the employees distance themselves from the employer. This can turn into interpersonal convlict between the workers. Some people who get angry about conditions at work, say nothing until they get home; they they shout at their kids. Other people resent their boss and get angry with their co-workers over minor irritations.

In some ways it is true to say you get the working conditions and the bosses you deserve. That is a strange statement, but it arises out of what has already been discussed in previous modules: if you and your fellow workers are not cooperating, then your own division and conflict will either echo or make worse what is happening throughout the work environment. Of course, one person is not going to achieve much without the danger of being labeled a trouble-maker, but the responsibility still lies with those who want change, rather than with those who prefer to leave things exactly as they are. The more you and your fellow workers are open about your negative feelings, are active, in constructive ways, about expressing them and in suggesting alternatives, the more likely it is that your satisfaction with your work and the workplace will increase loyalty to each other and to the organization or business you are working for thrives on honest communications and sincere attempts to resolve, to the satisfaction of all parties, interpersonal conflict.

In discussing more specific interpersonal conflict between two or more individuals, it is frequently the concern of the participants to prove who is to blame and who is innocent. This is a simple approach based on a model of crime and punishment. Following this model explains why 85 percent of the people who lose their jobs do so because of difficulties in working with others. It is a quick way. However it not only wastes all the training the fired person has received but it disrupts the whole working environment. If, instead, the conflicts could be resolved, the effect on interpersonal relations at work is likely to be positive and dynamic.

In some work situations, there might be an unskilled supervisor who is over-bossy and interfering or, the opposite, lax and unclear about what is required. There could also at times, be sneaking, incompetent, inefficient fellow workers. However, it is easy to blame the other person when it might be for lack of anyone giving tactful, honest feedback that he or she continues with his or her present behavior. An underlying belief in all these modules is that if you demonstrate respect for both yourself and other people and, relate as equal human beings, you are much more

likely to get what you think is right. In the case of the over-bossy person, whether supervisor or worker, his or her relationship with others is based on a demonstration of lack of respect and inequality. If you are able to communicate your observations and feelings and suggest an alternative way, you are likely to discourage the previous behavior which is trying to continue the unequal relationship. The main point being made here is that it is not of much value to find out who is initially responsible for the conflict; the most important and useful approach is to decide who is going to try to change the relationship. Generally a guideline would be this: if you are suffering, you are responsible for trying to get rid of that discomfort.

There are many situations of conflict that you might at first think are someone else's problems and, therefore, something they should solve. For example, it is possible that another person may react in a hostile way to you becuase he or she is feeling threatened by you. Maybe it is his or her own insecurity, jealousy or whatever, in response to your good looks, talents, outgoing personality, etc. If you can sense that someone is feeling threatened by you in a situation where you have to work closely, it's your responsibility (as the stronger of the two people) to initiate some sort of solution.

There are times where the situation is reversed and the other person seems to be threatening you. (Threatening means an attack, directly or indirectly, on your personal beliefs and values.) This could by by labeling you as old, young, male, female, black, white, without accepting you as a real person in your own right. How to deal with this sort of conflict will be discussed later, but it is important to stress again that it will achieve very little to point out who is to blame; the aim is to do something about it, and that might mean that you, the person being discriminated against, are responsible for initiating that action.

Conflicts occur when individuals have different expectations; the apprentice who expects to be shown how to do something before he or she tries, and the journeyman who expects the apprentice to give it a shot first, for example. Unless these different expectations are communicated clearly, conflict will occur. This type of conflict is easier to deal with, as are differences in perception--the way two people have seen and experienced the same situation. One person might see the floor areas as clean enough until the end of the day, and another person might see it as cluttered and potentially dangerous. Just acknowledging, even to yourself, that there are many different individuals and many different values, beliefs, expectations and

ways of interpreting them, might help to put conflicts of this type into a more realistic perspective. Again, the responsibility lies with you to clarify your own position and to understand the other person's viewpoint. Expecting everyone to take on responsibiiity for solving conflicts is idealistic; being prepared to take on the responsibility yourself, is realistic.

Finally, there are very personal causes of conflict which involve you over-reacting, almost it seems, without being able to stop yourself, to something that is spoken or done by another person. What he or she does or says immediately seems to you a great threat to who you are, even when the other person is unaware of the power of his or her words or actions. We carry around with us a lot of interpretations of early memories that signal when to fight for our lives, or so it seems. For example, just the tone of someone's voice (a fellow student or apprentice) might remind you of being criticized and put down as a child by a dominating adult. This could "hook" your emotional response so that you behave in a very angry or defensive manner. In situations such as these when the adrenalin suddenly rushes through your body in response to someone else's remark or attitude, you know one of your emotional "buttons" has been pushed. We owe it to ourselves as well as to the people we are likely to terrify by our over-reaction to find out what causes this immediate upset, so that we can be on guard and ready to 'cool' it.

We are now at a point where we have discussed causes of interpersonal conflicts in a work setting and stressed the importance of being active, of taking responsibility for trying to solve them. What happens if you remain inactive and just hope it will sort itself out? First, the bad atmosphere, the poor personal communication, etc., will continue and worsen. Secondly, as a result of not expressing your negative emotions, you may start to suffer physically--feeling tense, having headaches, poor sleep, being irritable and jumpy, etc. So, why do some people either avoid doing anything about the conflict hoping it will go away or postpone taking action until things get so bad, that they almost explode? The most common justifications given are the fear of not being liked and the fear of harming the other person.

Both of these fears seem reasonable and kind-hearted; they are, however, rarely sufficient to compensate for the upset that you're going through while interpersonal conflict continues. They are also based on shaky evidence; there is little, if any, proof that a person who communicates deep concern about interpersonal conflict and makes a genuine effort to patch things up, ends up being disliked. On the contrary, they are more likely to win friends. The second fear if also an unnecessary one

and probably arises out of memories of being hurt in childhood. There is little proof to suggest that people benefit from being sheltered from the truth; there is no evidence to show that interpersonal conflicts are resolved by pretending they do not exist, and there is little reason to believe that adults cannot easily survive negative feedback from another person.

How, then, do you deal effectively with interpersonal conflict?

Choose the best time.

Nothing is solved, to the satisfaction of both parties, if you are in a raging temper. When you are feeling boiling mad, that is not the time to try to resolve conflict. It is all right to communicate that you are feeling angry and that you need some time before you wait to deal with the matter. Give yourself time to cool down; even the old way of counting silently up to about to 50 before you deal with the issue is far better than acting impulsively while in anger. When you can control your voice, your facial expressions and gestures, it time to ask the other person to try to resolve the conflict with you. Here is an example that might test many people to their limit: you are having a well-earned break, pouring some coffee from a thermos, relaxing, taking a long, satisfying drink only to discover that your "friend" has put salt in it; he or she is laughing, almost in a state of hysteria. The first impulse might be to throw the coffee and thermos at the culprit, but, taking time gives you not only the satisfaction of appearing to be in control (and therefore, a much stronger person), but also the reality of being able to deal with the situation with more impact. You then go through the same procedure as you did in Communication Skills:

> "Jim, I know you get a lot of fun out of playing jokes but when my breaktime and drink are interfered with, I feel very angry. Would you please never touch my belongings again without asking me first? Thank you."

Remember, if you are going to show respect for him as an individual, just as you expect him to do to you, this type of approach is the only way; punching him out, even if you are a lot stronger, does not solve the conflict, it is more likely to increase its seriousness.

Show you are taking responsibility

Taking responsibility for who you are, how you feel, where you are at the moment, and what you want to achieve, is a recurrent theme throughout these modules; it is

the way in which you make these attempts that determines whether you will be successful or not. It is best summed up in the advice: take care to say "I" rather than "you." Instead of "you make me mad" say, "I feel angry." Instead of "you are a shirker" say, "I feel resentful when I have to do work that is not mine." The responsibility is yours, the feelings are yours, and the language must reflect this. When you make these personal statements, there is no mention of blame, the emphasis is on solving the problem. As suggested earlier, there is no benefit gained in accusing people of being in the wrong.

The language formula

If you wish to resolve conflict between you and another person, the language formula is:

a. tell the other person, politely, what it is that he or she is doing that upsets you,
b. tell him or her your feelings by saying, "I feel.....,"
c. tell him or her how his or her behavior affects you,
d. make a suggestion, using tact and showing respect, for an alternative way of behaving.

Here, again, is the formula in an illustration:

a. when you stand around talking with the customers,
b. I feel irritated
c. because I am left to complete the painting by myself,
d. I wonder if you would, please, try to confine the talk with customers to our lunch break?

Negotiating

Some conflicts will involve the advanced skill of negotiating in order to resolve them. You can use these skills to resolve your own interpersonal conflicts or to help other people. The skills involve the principle of 'give and take' and of making it clear to the other person that you are prepared to give a little for the sake of getting along together. It is close to bargaining at a garage sale: the price is marked $5 and you ask, "will you take four" and the reply is "no, but I'll let it go for $4.50." That is bargaining, negotiating, the skill of compromise to get what you want. Finding a solution to interpersonal conflicts could, in theory, be as simple, as long as "give and take" is acceptable to the people in disagreement. Here is an example:

Since starting your job as an apprentice electrician, you are the only one who is asked to do pole climbing. You use your skill of tact and ability to communicate your feelings and suggest the alternative that you do it half the week and your fellow apprentice does it the other half. It is readily agreed upon (you were only asked to do it because you seemed to enjoy it), and all your tension and resentment disappear. They were totally unnecessary. It is incredible the extra load of worry and tension that we often carry around with us because we have been afraid to take responsibility, speak up and try to resolve interpersonal concern.

Discrimination

You could become a great help to other people who are having interpersonal conflict, offering your skills as a negotiator. This is a great challenge and is not so difficult as long as both people recognize that you are not wanting to take sides. In doing this, it is important to get away from the personalities involved and to identify the issues. This is particularly useful when you are dealing with emotionally-charged beliefs that create prejudice and discrimination. Following is an illustration of a third person trying to act as a neutral negotiator identifying and dealing with the issues rather than staying close to the people's feeling:

a. "I don't get upset over little mistakes! It's just that I don't want to have them landing on me all the time. Why do I always get stuck with people straight out of school?"
b. "What's that to do with it, you're such a miserable....."
c. "Hold on a minute because it seems like there are two issues here. The first is "how much do you cover for other people's mistakes?" and the second is "can you stereotype a whole age group of people, or are individuals different?"

Prejudice and discrimination are likely to be accompanied, always, by interpersonal conflict, because they devalue the individual. Take as an example the existence of sexual harassment; this exists in any situation where a person in a higher authority tries to get sexual favors through the weight of his or her position. In situations like these, as with prejudice arising from race, age, national origin, etc., it is probably better to get help from someone else. As a first attempt to resolve conflict, keep a written record of any incidents and remarks that seem discrimatory or harassing. Then, with a sympathetic co-worker, approach the person involved. Use the same formula as has already been outlined: a) say what is bothering you, b) say how you feel about it, c) say what effect it is having on you, d) suggest

how you would like things to change. Your attempt to resolve the conflict has a high chance of success even when dealing with entrenched attitudes; remember, it is not the attitudes of another person you can change, only the behavior towards you. If this fails, you have recourse to complain at a higher level. Your first aim, however, should be to decrease conflict and help yourself and your fellow workers get what you deserve for all the hours that you are together--a satisfying cooperative and supportive working environment.

Self Assessment

Decide which answer best completes the sentence or answers the question. Write the letter for that answer in the blank to the left of the statement.

1. ____ Of those workers who are 'fired', what percentage lose their jobs because of difficulties with other people?
   a. 20%
   b. 85%
   c. 60%

2. ____ In a workplace where there is a lot of conflict, which of the following are you unlikely to find:
   a. gossipping
   b. team support
   c. prejudice

3. ____ When you experience interpersonal conflict, which is the best thing to do:
   a. find out who to blame
   b. leave it up to the employer to sort it out
   c. take responsibility and see what you can do about it

4. ____ When you are feeling angry and upset as a result of someone else's attitudes or behavior, it is best to:
   a. communicate to the person involved how you feel
   b. get really angry with the other person
   c. keep quiet and say nothing

5. ____ If you don't like the interpersonal conflict you are experiencing, who is responsible for doing something about it?
   a. the boss
   b. your fellow workers
   c. you

6. ____ Which of these could lead to interpersonal conflict?
   a. different expectations
   b. different perceptions
   c. prejudice

7. ____ When you feel suddenly furious about something someone says or does, it is better to:
   a. let them have it right away
   b. control yourself and forget about it
   c. wait until you cool down and then deal with it

8. ____ Saying "I feel angry," rather than, "you make me angry" shows you are:
   a. blaming the other person
   b. taking responsibility for your own feelings
   c. making a fuss

9. ____ Sexual harassment is:
   a. giving compliments and asking someone for a date
   b. showing you are attracted to someone
   c. using a position of power to try to get sexual favors

10. ____ A person who reveals deeply entrenched prejudice is more likely to be able to change his or her:
   a. behavior
   b. attitudes
   c. beliefs

Self Assessment Answers

1. b
2. b
3. c
4. a
5. c
6. a, b, c
7. c
8. b
9. c
10. a

Assignment

Write down briefly and then discuss within a small group:

1. Things that make you very angry.

2. Examples of occasions when you expressed your anger.

3. Examples of times when you kept your anger to yourself.

4. Any successful, personal experience of dealing with interpersonal conflict.

Post Assessment

1. Write out the suggested, a, b, c, d, formula for dealing with interpersonal conflicts.

2. Write out an example of your own, illustrating these four steps.

28.5

GROUP PROBLEM SOLVING, GOAL-SETTING

AND DECISION-MAKING

Goal:

The apprentice will be able to describe group problem solving, goal setting and decision-making processes.

Performance Indicators:

1. Describe steps in group problem solving.
2. Describe steps in group goal setting.
3. Describe steps in group decision-making.

Study Guide

Please check these tasks off as you complete them.

1. ____ Read and discuss, with the rest of your group, the information section.

2. ____ Answer the Self Assessment and compare your answers with those of three other people.

3. ____ Complete, in a group, the Assignments.

4. ____ Complete the Post Assessment and compare your answer to the first question with the Information Section. Continue to the next module.

Information

This is written in the form of an extended example of problem-solving, goal setting and decision-making, within a group. The approach can be used in any situation, for any problem, involving a group of people who are working together.

Step 1 - Define the problem (All problems are problems because there is no immediate clear solution.)

"Even though people have met together several times, there is no strong evidence of group support. This is causing confusion, and some individuals do not know what to expect or what to aim for."

Step 2 - Look at the known facts

a. What is happening?

*There is a reluctance to speak out in the larger group.
*Sometimes individuals have felt criticized by other members in a non-supportive way.
*On two occasions, individuals were blamed by the instructor and other members for causing trouble.
*Sometimes only about six people dominate all the talk.
*The small groups sometimes turn into joke-trading sessions.
*Some people get bored when others are talking about their personal experiences.

b. Who is involved?

*All the members are responsible for the general achievements of the group.
*About two or three people occasionally seem to undermine, by their comments, what is being done.
*The instructor sometimes seems distant.

c. When does the problem occur?

*In all the group meetings.

d. Where does it occur?

*Inside the classroom. There seems to be a different atmosphere at break time.

e. Why has it become a problem?

*Because it conflicts with the aim of the class--to build up group support.

Step 3 - Agree on your goals

a. To build up group support where individuals can communicate freely and openly without fearing being judged by anyone else.
b. To use the group to find out about the difficulties and satisfactions of working on a team.
c. To relate what is being discussed and practiced, to the world of work.

Step 4 - Pool ideas for achieving your main goal without evaluating them

(Either in small groups, or in the main group, contribute and record on newsprint or a chalkboard, ideas as they come in, for solving the problem. It does not matter how different or unusual the ideas are. At this stage, do not evaluate the ideas.)

The problem restated is: how do we build up group support?

1. Make sure everyone speaks each time the group meets.
2. Enforce the rule, one person speaking at a time.
3. People should speak for themselves and not for others and they should say "I" rather than "We."
4. Arrange more social gatherings together.
5. Do away with any evaluations by the instructor.
6. Make people promise they won't repeat personal experiences.
7. Say positive things to people.
8. Give presents to everyone.
9. Sing songs together.
10. Go on a picnic.
11. Plant a garden.

12. Go rafting
13. Take ten minutes in each session to go around the group inviting members to say something starting with, "I like....."
14. Smile and greet people when they first come in.
15. Sit next to someone different each time.
16. Go for your break with different people.
17. Tell the instructor what you think of him or her.
18. Make a film together.
19. Elect a chairperson.
20. Refuse to be bored.
21. Do some manual work together.
22. Construct a house.
23. etc. (Keep going for a least twenty ideas. When you have collected about fifteen suggestions, set a time limit. Keep up the enthusiasm and challenge.)

Step 5 - Look more closely at some of the more interesting and unusual ideas

(The examples given here prove that with almost any ideas there can be valuable leads that guide you towards a solution of the problem.)

a. Tell the instructor what you think of him or her.

*It is important to practice giving positive and negative feedback to people of all ages and races.

*This could help members feel more relaxed, if the instructor participated in everything.

*Either make evaluations open, like in 'giving and receiving praise and blame' or do away with all judgements.

*For group support to happen, there must be a sharing by everyone, including the instructor.

*It is of no use for the instructor to tell the group what to do if she or he does not also demonstrate it.

b. Go rafting together.

*Maybe this is not immediately practical unless someone really wants to arrange it, however, there are plenty of things to be gained from this idea.

*Building up group support involves taking risks, and sometimes that can be uncomfortable.

*It can also be exciting; communicating that excitement to each other could

help the motivation of the group.

*Everyone has a responsibility to help guide us where we are going and to avoid the worst obstacles.

*If anyone is in trouble, the rest of us will help, throw a line or even dive in. Similarily in the group it is important that we become aware when anyone needs support.

c. Plant a garden

*Again, this might not be the most realistic thing to do but the idea has plenty in it we can learn from.

*A garden takes a long time to flower; we need to be patient in the group.

*A garden needs a lot of preparation and, when it is just planted, it requires extra care; in building group support, it is important that we are sensitive to each others weaknesses and problem areas, especially in the early stages.

*Doing some work together, sharing tools and having a common goal is important; it is the same as building up group support.

Step 6 - Include any other ideas that you think might be helpful

For example #s 1, 2, 3, 4, 6, 7, 10, 14, 15, 16, 22.
(Decide whether you would have included any others.)

Step 7 - Agree on some guidelines for achieving your goal (Give examples of specific behavior; these are the minimum expected and, or course, members are encouraged to do much more.)

a. It is the responsibility of each person to contribute to the group in the form of ideas, experiences, giving and receiving positive and negative feedback, practicing communication skills and solving any interpersonal conflicts.
Minimum behavior - Each person will speak in the larger group for ten continuous seconds at least once during each discussion.

b. It is the responsibility of each person to attempt to improve the amount and quality of interaction between members and not stick only with his or her close friends.
Minimum behavior - Each person will greet with a smile or words members of the group as they arrive. She or he will speak with at least six different people during each session.

c. It is the responsibility of each member to speak honestly and directly.
Minimum behavior - Each person will ask follow-up questions of an individual if she or he suspects that member is not communicating honest feelings.

d. It is important that the build-up is steady and not forced and that each member agrees to watch for anyone who might need extra encouragement or support.
Minimum behavior - If you suspect that another member is upset, ask how he or she feels at the moment in time.

e. It is the responsibility of each member to help, support and provide a back up for any other person who is trying new things or attempting to change.
Minimum behavior - Give positive feedback if a person genuinely wants to change and is making an effort.

f. It is important that all people contribute and share (including the instructor and any visitors) to the aims of the group.
Minimum behavior - Check that everyone is in agreement with the aims and be prepared to discuss any dissatisfaction. Also, invite any visitors or non-participants to sit in the circle and join in.

g. It is the responsibility of each member to try to progress, and to take risks within the protection of the group.
Minimum behavior - Each member will be prepared to share, at the end of each session, what she or he tried new that time. Also he or she will share what she or he wants to achieve in the next session.

Step 8 - Decide how, and, if relevant, in what order you are going to implement your proposed solutions.

The minimum behaviors outlined above will be written and duplicated and at the end of each session members will check whether they witnessed those minimum requirements. There will also be a space for writing any other helpful comments. These will be collected each week by the instructor or an elected member and will be available for anyone in the group to inspect.

Step 9 - How likely do you think the solutions are to succeed?

*An excellent chance of overall success.

*It is important that the minimum behaviors are not demanded in too rigid a manner; there should be some flexibility.

Step 10 - Evaluate how successful your decisions were, after putting them into practice.

This is very important; on going evaluations of your attempts to reach your goal should be made at least once a week, probably for only about five minutes at a time. Zero in on any decisions that are causing problems and modify them if necessary.

• Self Assessment

Read each statement and write a T if the statements is true or an F if the statement is false in the blank to the left of each statement.

1. ____ It is possible to learn how to be good problem solvers.

2. ____ In thinking up solutions, any ideas, however unusual, should be written down.

3. ____ Before you think up solutions it is essential to collect all the relevant known facts about the problem.

4. ____ If you keep asking questions you are likely to arrive at a clear description of the problem.

5. ____ If you are looking for a new answer to a problem, it might be necessary to question the existing rules and guidelines.

6. ____ Decision-making is not complete until you have a plan for implementing the decisions.

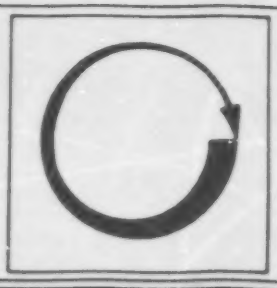
7. ____ There could be several situations to the same problems.

8. ____ Problems exist because people do not know clearly what to do.

9. ____ When you have described the problem, it is important to set a goal that people in the group can accept.

10. ____ The final stage of problem solving is the evaluation of the solutions you have tried.

Assignment



All of this work will take place in small groups of up to eight people.

1. One member of the group will record the ideas on a large sheet of newsprint. He or she will write one of the following problems in the center of the paper.
   a. How do you get hired in a job you really want?
   b. How do you make a million?
   c. How do you avoid being bored?
   d. What would encourage everyone in the group to contribute equally?

   Then the recorder will write down as many as possible suggested solutions to the problem. Do not evaluate the ideas. See how many you can collect in ten minutes. Compare your results with those of the other small groups.

2. Think up as many different uses as possible for any of the following:
   a. a comb
   b. a shoe
   c. a dime

3. The instructor will supply some unusual tools or materials and hand them to each group. It is the task of the group to suggest:
   a. as many possible uses for the objects
   b. narrow them down to the three most realistic functions

4. Your group is a quality circle in a factory which is in production twenty-four hours every day. There are two problems:
   a. an increasing number of finished products are being rejected because of poor quality
   b. there is discontent among employees that they have little choice over which shift they work.

Define the problems. Collect any facts that you think could exist. Go through all the ten steps in implementing your decisions.

• Post Assessment

1. Write out the ten steps in group problem sharing, goal-setting and making and implementing decisions.

2. Write down in one paragraph what you think you have gained from this module.

28.6

WORKSITE VISITS

Goal:

The apprentice will be able to assess a work site in relation to their interests.

Performance Indicators:

1. Participate in a group visit to a job site.
2. Conduct an individual visit to a job site.
3. Ask questions of employers and managers at the job site.

Study Guide

Check off each task as you complete it.

1. ____ Read the Goal and Performance Indicators and the Information Section.

2. ____ Complete the Self Assessment and compare your answers with those on the Self Assessment Answer Sheet. If you have any different answers, go back and re-read the information.

3. ____ Complete Assignment #1.

4. ____ Complete Assignment #2.

5. ____ Complete Assignment #3.

6. ____ Complete Assignment #4.

7. ____ Complete Assignment #5.

8. ____ Complete Assignment #6.

9. ____ Complete Assignment #7 and continue to the next module.

Information

"Excellent working conditions. Good benefits"
"Good wages and insurance benefits"
"...full benefits package"
"...good potential"
"Exceptional working conditions with excellent salary and benefits"
"...an excellent opportunity"
"...excellent benefits"

These phrases were taken from one column of Help Wanted advertisements in a local newspaper.

Even though these job descriptions have been written at a time when there are many more people wanting work than there are jobs available, the advertisers thought it necessary to sell each position with words such as "excellent" and "exceptional." It is clear that not many jobs could live up to all the glowing praise that is heaped on them in some job descriptions. How often do you see an advertisement that, in addition to describing what a wonderful opportunity is being offered, also adds details such as: "boring at times," "loud music played constantly," "the boss occastionally yells at you," etc.? The point that is being made is that unless you investigate what is involved in a job, you are likely to get only part of the picture.

There is plenty of proof that new workers leave when the expectations they have about their jobs are unrealistic. It would, of course, be much easier if all job descriptions included the negative aspects of the work as well as all the good things. But, until this is a standard hiring practice, it is your responsibility, as a person looking for a satisfying job to find out as much information as you possibly can, before you spend a lot of time and energy working in it.

You may have acquired all the necessary basic skills and have enjoyed using them, but when you have found out about the actual working conditions, the duties and responsibilities, the human side of the job you are interested in--"the rules of the game," the problems encountered in that work, even the boss' likes and dislikes--you are then in a position of reality that enables you to make a choice with your eyes open and all the evidence in front of you. The best way of finding this out is by making on-site visits and talking person-to-person with workers in that type of job.

Even if you do not have a particular job in mind, it is very important that you experience different working environments. If you are interested in a trade, are you still enthusiastic about it after seeing it practiced in a "real life" working context? The learning and "hands-on" experience you acquire in a Pre-Apprenticeship class are part of an introduction. The real world of the trades is "out there" and you must go and see for yourself. Your mechanical interests and manual abilities are not enough if you do not like the working conditions. The way to find out if you are not suited to a trade is to make on-site visits and observe not only the work being done, but the working conditions, etc.

A further reason for making job site visits and talking with people in a trade that interests you is that you become better informed and will be more impressive in future interviews. If you know about the work conditions and environment and like them, you are going to be a lot more convincing. Employers and Apprenticeship Committees are well aware that the best workers are those who have a genuine interest and enthusiasm for the work.

In this module, two types of job site visits are recommended. The first is a group visit, which is likely to be arranged by the instructor. The second is a less formal visit that you arrange by yourself or with a friend.

A. Group Visit

This could be to any working environment or organization where group visits are welcome; it does not have to be confined to a specific trade area. Any exposure to different working environments will increase your sense of reality of what the work world is like. It will give you an experience that you can use for comparison. It will also give you practice in observing what is going on in the work environment and give you an opportunity to ask questions about things that are important to your future job satisfaction.

The following points and questions are repeated on a sheet at the end of this module so that you can use it during or after your actual job site visit. It is suggested that you find out through observation:

1. What the physical demands of the job are (lifting, pushing, pulling, climbing, kneeling, etc.).
2. What some of the hazards and dangers of the work are (fumes, noise, power machinery, etc.).
3. What the attitude of people on the job is like.
4. What sort of safety procedures are required and enforced.
5. What standards of neatness and cleanliness there are.
6. What types of tools and machinery are used?
7. How many different kinds of jobs and tasks you can see being carried out.
8. What provision there is for rest and lunch areas.

In addition to your observations you will have the chance of asking questions of the person who shows you around, a personnel officer or the employer or boss. Here is a list of questions which will gather a lot of important information:

1. How does someone enter this field? Are there many or few jobs open?
2. What do you look for in a person you hire? What kind of training, credentials or experience do you require? Is there any type of personality you look for?
3. What sort of training is there?
4. What are the typical hours and duties of someone doing this type of work?
5. How quickly do you promote an entry level employee? To what position?
6. What benefits are there (holiday, insurance, pension, help with personal problems, etc.)?
7. Are there any seasonal shutdowns or lay-offs?
8. What sort of turnover is there?
9. Is this a Union or Non-Union workplace?

B. Individual Visits

The purpose of making individual visits is to gain as much realistic information about job conditions, duties, unwritten rules, etc as you can. They are likely to take place after working hours, because it is the worker you are visiting, rather than the work site. (It is not a good idea to try to

interview a busy worker on the site!) After work, and preferably in a different environment, you are much more likely to get your questions answered fully and truthfully--giving positive and negative experiences. You will probably need to describe exactly why you are asking the questions and what use you will put them to. It is very important that information gathered in this way is only used for job and career exploration within your group.

You will have to use any personal contacts you know, or ask your instructor for names of journeymen or apprentices you can call to set up an appointment. Wherever possible ask your questions face-to-face, rather than by telephone.

When you call to make an appointment, a possible introduction might be: "My name is _____. I am a student in a pre-apprenticeship program at _____ and I am very interested in finding out what it is like working in your trade. I know you must be busy but I wonder if I could come and see you for about half an hour and ask you a few questions about your job?

When you make your visit, here are some suggested questions you could ask:

1. What is a typical day like for someone in this trade?
2. What jobs do you do most frequently?
3. What do you like about working in this trade?
4. What don't you like?
5. What sort of rules are there?
6. What are the boss' likes and dislikes about work?
7. How did you get into the trade?
8. What kind of training did/do you get?
9. What sort of future do you have in the trade?

Self Assessment

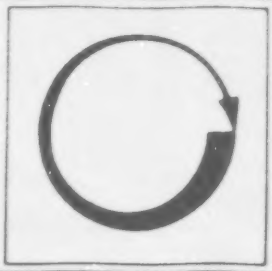
Answer true or false to the statements below. Compare your answers with those given on the next page; if your answers are different, go back and read the Information again.

1. ____ Job descriptions in newspapers tell you everything you need to know about a job.
2. ____ If you want to get a realistic idea of what a job is like, you need to visit the work site.
3. ____ It is the employer's responsibility to tell you the full facts about a job.
4. ____ Journeymen and apprentices can tell you more about working conditions in a trade than anyone else.
5. ____ On a group job-site visit, you will be told everything you need to know.
6. ____ You can pick up a lot of information during a visit just by observing working conditions, attitudes, etc.
7. ____ The more information you have about a trade, the more realistic will be your expectations.
8. ____ If you want to ask personal questions of a journeyman or apprentice, it is best to do it while they are working.
9. ____ It is worth spending time and energy finding out about working conditions in a trade before you try to enter it.
10. ____ You can learn all you need to know about the trades from an outside visitor coming to your classroom.

Self Assessment Answers

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. F

Assignment



1. Look in the "Help Wanted" section of the local newspaper. Write down words and phrases that give a very favorable description of the job. Are there any words that suggest a negative side?

2. Write a realistic job description for something that interests you; list a few of the less attractive details, as well as all the good things.

3. Contact a journeyman or apprentice and arrange an appointment.

4. Ask the journeyman or apprentice the questions in this module, plus any of your own, and report back to the group with a summary of your findings.

5. Make a group visit. Record the observations suggested in this module and be sure that your group asks all the questions.

6. Report back to your group with your written observations.

7. Discuss with the whole group your findings from your visit.

OBSERVATIONS DURING A SITE VISIT

1. What are the physical demands of the job or jobs?

2. Are there any dangers or hazards in the work?

3. What is the attitude of the workers, supervisors and employers?

4. What safety rules and procedures are there?

5. How clean and neat is the workplace?

6. What types of tools and machinery are used?

7. How many different types of jobs can you see being done?

8. What are the rest and lunch areas like?

28.7

RESUMES

Goal:

The apprentice will be able to describe the contents of a quality resume.

Performance Indicators:

1. Describe purpose of a resume.
2. Describe format for a personal resume.
3. Describe content for a personal resume.
4. Describe cover letters.

Study Guide

Put a check mark next to each step as you complete it.

1. ____ Read the Information section.

2. ____ Complete the Self Assessment and show your instructor what you have written.

3. ____ Re-read the Information section.

4. ____ Complete the Post Assessment and band in what you have written to your instructor before continuing to the next module.

Information

An advertising copywriter uses his or her skill with written language to highlight all the best things about a product, to make it stand out compared to others, to attract you and possibly to persuade you to buy it. This is exactly the same purpose of a person writing a resume; it is an advertisement and you are the product. Nowadays it is a buyer's market as far as getting a good job is concerned and the employer is the buyer, so, your sales publicity had better be top quality.

A resume is very different from an application form. The resume is like an advertisement for something delicious to eat and the list of ingredients, required by law, on the side of the package, is the application form. One of them is intended to attract and sell and the other gives required information in a dull list. So, you can compare yourself not only to a product but with something delicious to eat. However, the proof of the pudding, as they say, is in the eating, both the advertisement (your resume) and the list of ingredients (your application form) describe the same food (the same you), but it is only possible to prove what it's like after tasting (having an interview) and then trying it to see if you really like it (being hired on a trial basis).

A resume is a summary of your strengths and relevant skills that makes you sound as good as you are at your very best. There is nothing untruthful about a resume; it tells the truth even if it doesn't tell the whole truth. It can be used in many different ways. Here are a few suggestions:

1. given to influential people who might help you
2. handed to an employer you have asked for job information
3. sent by mail to the employer after an information seeking visit
4. sent out, with a cover letter, in response to a known job opening
5. mailed, with a cover letter, to a person you would like to work for
6. attached to an application form
7. handed over at a screening interview
8. handed over at a hiring interview

It is a flexible document in its use. It is also a very personal document. It should not be mailed off in hundreds to anonymous organizations hoping you'll get a bite. Very few people even land interviews by this approach. The resume, if it is well written and you are proud of it, should be given the best chance of being read; this will be determined by you--what contacts you have, who you have visited, what leads you hear of, etc.

It is important to distinguish a personal resume from an application form, in more detail.

An application form	Your resume
impersonal and formal	individual and personal style
standard, unattractive, undistinguished	well-organized, readable, attractive layout and paper
asks all applicants exactly the same questions	is unique and can stand out from everyone else's
you give your experience in the way dictated by the form	you give your experience in any way <u>you</u> choose
you have little choice over what information is included	you can choose what to include and what to leave out
you must answer every question with nothing but the truth	you tell the truth, but present yourself positively at all times
has a fixed amount of space for each item	can be used flexibly; you can expand one section and decrease another, in any way you want
requires full dates, including months	supplies dates when they are to your advantage
demands full details of school and qualifications	offers as many or as few details as you choose to give

In summary:

An application form is almost entirely <u>out of your control</u>	a resume is totally <u>within your control</u>

Here are some examples taken from real resumes. Each extract is from a different resume and they are all written by people with very little paid work experience.

<u>Resume A</u>. Written by an 18-year old capitalizing on voluntary work done within the family.

*Working from an early age in the family construction business, I have been involved in most stages of housebuilding: preparing foundations, laying concrete, building frames, hanging sheetrock, basic plumbing,

electrical work, roofing and painting. I have lifted and loaded heavy materials and safely used a wide range of hand and power tools (including nail guns, power saws, etc.)

Resume B. This describes work mainly done in spare time, combined with one temporary job that lasted two months.
*Four years of hands-on experience with cars, vans and trucks--rebuilding engines, following through on major and minor mechanical repairs and producing high quality body work (removing dents, painting and lettering). I am at present customizing a van.

Resume C. Another 18-year-old who did this work on personal equipment.
*Ability to install stereo systems in cars and households; wiring, checking, making adjustments, using small hand tools.

Resume D. Written by someone who had never done any paid work.
*Planning and cultivating a large vegetable garden--using hand and power tools and knowing how to plant correctly, store and preserve produce, inspect for changes and maintain high quality.

Resume E. This person had no professional work experience but drew on skills used for several years.
*Working with a wide variety of animals, from dairy cows to parakeets. This requires reliability, sensitivity, the ability to recognize even small changes in condition and to cope with emergencies.

Resume F. This experience was gained at age 16 while missing classes at school.
*Cutting, transporting and selling firewood; using power saws, showing business initiative and the ability to sell.

Resume G. Describes summer vacation work.
*Seasonal worker with _____ Parks and Community Gardens; keeping public areas and amenities clean, well maintained and ready for use.

Resume H. Work done in the evenings.
*Over two years, while at school, at _____ Ice Cream Parlor, this required high-energy and enthusiasm to maintain fast, efficient service in a continuous party atmosphere.

Resume I. This describes spare time work on own and family vehicles while at school.

*Free-lance auto mechanic work; I have done everything from regular vehicle maintenance through to complete engine rebuilds.

Resume J. A summer vacation job.

*With _____ taking inventory of auto parts and materials, all-round servicing of automobiles, in addition to installing and maintaining shop front landscaping.

Resume K. Helping father.

*Assisted a journeyman painter during three years; preparing, painting and finishing interior and exterior surfaces.

Resume L. An 18-year old's three-month job.

*Service Station Attendant - doing minor repair work (installing shocks, mufflers, windshields, headlamps, etc.), fueling, lubricating, changing oil and filters, also having responsibility for cash register and record keeping.

All the above are extracts only taken from one or two-page resumes. They were chosen to show how to present your experience. All the extracts are based on verifiable facts, but the experience has been written up in an attractive manner and dates and other details that might not help are left out. What is essential is that you can stand by what you have written. If you write, as part of your skills, "maintaining and repairing cars and following written instructions for the installation of major parts," you had better be able to do just that. This does not describe a mechanic, but it does make claims about mechanical aptitude and experience.

The form of a resume also varies, although it is preferable to keep it to one or two sides of a page in order to increase to chances that a possible employer reads it all. It also includes some basic information. A suggested format is on the next page.

Name
Address
Telephone

Position Desired _____

Education and Training

*H.S. diploma at _____ with special interest in _____
*Any other

Relevant Work Experience

*Give a name to the work, then describe the responsibilities, the activites involved and the skills you used. Make it sound impressive.
*
*

Other Relevant Experience

*
*

Personal

*Personal and interpersonal skills important in a work context, plus any relevant interests.

References - Available on request.

Let's go through again with some extra details.

1. Your name stands out better in capitals and in the center of the page.

2. Position Desired. It is far better if you know what you are looking for so that your resume can support your search. Before working on your resume, you should have reached some tentative ideas about the job or type of work you would like. Once you have done this it is a good idea to write down on a separate piece of paper the requirements of that job and then to supply from your background experience as many of the relevant skills as you can find. If

you do not know what sort of work you are looking for, a resume is not going to be very effective as a selling aid or tool.

3. Education. This heading can come either before or after your work experience. It should present your achievements and any interests that are relevant to the type of work you are seeking. Include any useful Community Education classes you have attended.

4. Relevant Work Experience. This could have many different headings, such as part-time and summer work, professional experience, etc. It is written in this way so that you can include paid and unpaid, full-time and part-time, permanent and temporary work under the same heading. It is probably to your advantage to leave out dates or length of time at each job unless it was during summer vacation or lasted at least a year. It is possible to acquire a lot of valuable experience during two months on a job but it is not the best selling line to write this on a resume; most employers are prejudiced in favor of longer stays in jobs. (You will have to write accurate dates on the application form.)

5. Other Relevant Experience. This is where you can be creative and include anything that in your opinion is relevant, such as winning awards, being a member of a sports team, collecting for charity, or any skills that you have acquired or practiced, such as working on a car, repairing equipment, helping build something, etc. The experience could even have been in your childhood. The only important guideline is whether you could demonstrate your skill now after a short time for brushing up on it.

6. Personal. This is where you put any personal skills that you have that indicate you will have appropriate work habits and attitudes. This is also where you list hobbies and activites that show you are an interesting person and potentially a good, reliable worker.

7. References. You do not have to put the names of people as long as you do spend some time in getting references written. If you want a good reference, it is not enough to leave it up to your reference person however much you impressed him or her; people who are useful for references are usually very busy and probably do not remember all the things that are important to include.

The best approach is to make a list of all the things you think you have achieved, all the duties and responsibilites you have undertaken, and all the skills you have learned and practiced. It is like making, in note form, a mini-resume. You then take this to your employer, supervisor, teacher, counselor or whoever it is you have chosen and say: "I know you are very busy but could you possibly find time to write an open reference for me? I have written down a few things that I think I have done. Would you look them over and see if you agree; I'll leave the list with you."

It is almost certain that the person you ask will be delighted that you have taken so much trouble; you have made his or her task much easier. It is difficult writing a reference for somebody! Even if he or she prefers to write a reference to be seen only by your prospective employer, the notes you have given will still supply the details and probably the tone of what he or she writes or says over the phone. References must be gathered and influenced by you <u>before</u> you leave where you are working, training or assisting.

The basis of any resume is the communication of your skills; we will spend more time here explaining how you can identify them.

First of all, you have <u>personal</u> <u>and</u> <u>interpersonal</u> skills. There are thousands of words in the English language that are used to describe people and their personalities. Below are twenty single words or short phrases that could describe an individual. How many of those describe you?

I am

enthusiastic
honest
dependable
hardworking
practical
a good learner
able to show initiative
self-confident
positive
intelligent
etc., etc.

I am

helpful
cooperative
tactful
sociable
friendly
tolerant
able to take criticism
able to give praise
polite
loyal
etc., etc.

The list on the left could describe you as you are, even without people, and the list on the right is almost totally about your interactions with others.

If you decided that you were all or many of these, you have no need to read this paragraph. If you would like to recognize yourself in more of these descriptions, try putting a different phrase in front of them.

I can be, I could be, I have been

enthusiastic	helpful
honest	cooperative
etc., etc.	etc., etc.

Do you increase your score by doing this? You should. What the change of phrase does is show that these so called "character traits" are nothing fixed. All of these descriptions represent skills that we all have practiced or have the potential to use in different situations. You could explore this further by writing:

I am able to be enthusiastic when.....

If you go through the two lists in this way, you will probably discover that you have a lot more personal and interpersonal skills than you at first realized--and the skills listed here are important in developing appropriate work habits and attitudes. If you are skilled in these areas, there will be plenty of jobs opening for you. In your resume you can write these skills anywhere that is relevant in the experience section or in the personal details. You would also include any that you have regularly demonstrated in the list that you give to the person writing a reference for you.

Next, let's look at the skills you have acquired in work and other activities that are helpful in different job contexts. Most people are surprised just how much is involved in doing any activity. It is usual for people to dismiss something they can do by saying, "that's easy, it's nothing." In order to make the most of our skills and abilities we need to look again at what we can do and to decide what someone who had never done what we find easy would have to be able to do in order to avoid making mistakes. Take, as an example, a hobby such as collecting stamps; many people have done this at some time in their lives. Let's look at the things that could go wrong and the skills you would need to avoid that happening.

What could go wrong?	The skills needed to avoid that happening.
You could damage the stamps by heavy handling or poor storage.	Finger dexterity Organizing ability Being neat and tidy

You could overlap or misalign stamps on the page	sense of design being meticulous
You could stick in stamps that still have paper on or you might rip them off the envelope rather than soaking them.	patience, persistance, thoroughness, the ability to maintain high standards
You could put stamps in the wrong country classification	organization good reading ability to search for information information attentiveness to small detail

So, already, a person who has enjoyed collecting stamps even for a relatively brief period in his or her life, has practiced many different skills which can be applied in a work context. It is very likely that these skills have already been used in different situations; the only problem is identifying and communicating them. It is worth the effort.

Here is another example. A person who enjoys garden work but thinks it is all straight forward and easy, needs to look at one tiny activity, such as preparing for and planting seeds.

He or she has:

*been able to make decisions (about purchasing, selecting and placing)
*practiced planning (what to plant and when, according to seasonal requirements and controlled harvesting)
*followed written instructions (on seed packages)
*organized (the best layout of crops and paths)
*paid attention to close detail (planting tiny seeds in the right place)
*used his or her hands and body in physical labor
*used tools and equipment correctly and safely

And that only includes the planting of the seeds! All of us have many more skills than we think. Also, each activity or job we have done has many different skills that are just as important in other jobs. These are the details that you should write in your resume under work experience.

Writing a winning resume is not easy and, although you can do it yourself, it is wise to get help and advice on the proof reading, editing and layout, after you have written out the details. When someone whose judgement you trust has seen the

rough draft, get it typed perfectly on an electric typewriter; it is better to pay someone to do it than to have a poorly typed resume. Then, take it to a copy shop and have it photocopied on colored paper--earth or atmosphere tones. For about a dollar you will have ten impressive advertisements of yourself. Keep the white original safe in case you want more copies later.

The first test of a resume is your own response. Is it interesting? Does reading it make you feel good about yourself? If it doesn't, you need a new resume! The life of a resume is short; you need a new one as soon as you've got a job.

In summary: your resume is a positive statement of belief in yourself based on your life experience. It should make you feel good about yourself and create enough interest in an employer that he or she wants to know more about you.

A brief final section about cover letters. If you do send a resume through the mail you need an accompanying cover letter. It is very simple, on one page and has three short paragraphs.

Dear _____ (address a person. Make one telephone call and find out his or her name before you write.)

Paragragh one. Explain why you have chosen them. This is an opportunity to say something you know and like about the company or business.

Paragraph two. Explain why they might be interested in you. Refer to your resume and indicate important skills or experience that you think are most relevant to the company's or employer's needs.

Paragraph three. Ask for an interview. Suggest times when you are available.

• Self Assessment

When you have completed the following assignments, show them to your instructor.

1. How would you describe the person you can be in different situations with different people? Make a list of at least twelve personal and interpersonal skills that you have. Refer back to those given in the Information section, but try to come up with some new ones as well.

2. Now take the six which seem most important in a job context. Write an example for each, describing where you have used these skills.

3. Write down three examples of any sort of work you have done and then, with a partner, write out the different activities you did and what tools and equipment you used.

• Post Assessment

1. Take a large sheet of newsprint or butcher paper and put your name in the center. Use the whole paper surrounding your name (do not make lists) and jot down all the work (paid or unpaid) you have ever done. Next, with a partner, interview each other and try to write down all the activities and duties and skills that each work situation involved. Put down all the tools and equipment used. Add dates and length of time for each work experience.

2. You are now ready to try your hand at writing a first resume. Put your name and address at the top and then follow the outline given below.

Position Desired

Education
*

Work Experience
*
*
*

Other Relevant Experience
*
*
*

Personal
*

References

(Use one page but make as many entries as you like under each heading.)

28.8

INTERVIEWS

Goal:

The apprentice will be able to describe how to conduct a successful job interview.

Performance Indicators:

1. Describe preparations for a job interview.
2. Describe how to complete a successful interview.

Study Guide

Place a check mark in the space provided as you complete each task.

1. ____ Read the Information section.

2. ____ Complete the three interviews and the discussion with two other people in the Self Assessment.

3. ____ Complete the Post Assessment; being interviewed in front of the whole group and giving feedback on at least six other interviews. Go on to the next module.

Information

Most interviewers try hard to be fair, but there is no way in which an interview can be totally objective. The most important thing that is gained by the interviewer is his or her subjective impression of the person being interviewed. This is true even when you have an interview with a committee; the only difference is that a group of people pool personal opinions about you, hoping to come up with a fairer impression.

An interview that leads to your being hired or accepted into an apprenticeship position is concerned with you as an individual; the way you communicate who you are is crucial to your success. If you have been selected for interview by an Apprenticeship committee, it means that you have already scored high enough on objective qualifications such as aptitude tests, relevant classes completed, grades, school diploma or equivalent. The interview will be evaluating your acceptability in terms of the more hazy areas such as ambition, motivation and trainability.

Before attending an interview where someone has the power to hire you or accept you into an apprenticeship program, you will already have written out your background details and these will have been read and assessed by the interviewer. Application forms and sometimes purely fact-finding interviews are intended to screen people out who are not qualified or who do not, in some other ways, meet the basic factual criteria laid down by the employer or committee. That means not only will the results of the interview be largely based on the personal opinions of the interviewer, but those opinions will be made in response to your personal opinions about your own experience.

Let's spell this out a little clearer. Suppose an interviewer asks you, "have you operated this particular machinery before?" The answer will be a fact that could be verified. If, on the other hand, the interviewer asks you, "could you learn to operate this machinery?" he or she is asking for your opinion. Your

opinion could be based on your past experience of being able to operate similar machinery, or on a belief in your mechanical abilities. Whatever the justification for you believing that you could learn, it is still based on opinion.

Even facts can be interpreted in many different ways; try listening to two rival politicians. If an interviewer asks for your G.P.A., there is a factual answer. However, if your grades had picked up considerably in the last two terms at school, you would be totally justified in pointing to this as an indication of change of attitude and proof of your innate abilities and even to suggest the best is yet to come. All of this would be your opinion; but it would be acceptable and would probably seem like evidence of your self-confidence, motivation, determination and ability to progress.

When you are being asked for your opinions, it means more if you can point to relevant examples to back up your claims and, if possible, to quote other people's responses that might confirm what you're saying. If your ability to stick at something may be called into doubt because you had a poor last year in school, then you are justified in drawing on other experiences to show how you can work hard consistently when you're involved in something that challenges you. For example, you might have won every badge there is in scouting or been an excellent swimmer; either of these could be proof of your ability to stick to something until you achieved a long-term goal. This is how your interpretation, or your opinion, about your experience could override facts that the interviewer or committee initially thought very important.

When you are asked "what experience have you had that might help you learn this trade?", it is up to you what you decide is relevant. Of course, some experience such as working on a friend's car or helping someone doing painting and decorating might seem obvious to you and your interviewer as eveidence, but you might also give examples of any occasion where you showed the ability to take instruction to do something practical - e.g. learning to play the guitar or building wilderness survival shelters. Again, the point being made is that your life experience can be relevant in many different ways; this is a matter of interpretation and belief on your part. An opinion is a judgement you make based on belief which could be lacking factual proof. Giving a positive opinion about your abilities will put you in a good light in any interview where healthy self-confidence is an asset. Of course, it is important that you are sincere. Just as truth is the basis for all the facts you offer, being genuine should be the foundation for your own

opinions. Finding examples in your life of being able to learn, get along with others, put in a good day's work, take on responsibility, uphold high standards, etc., will justify a genuine belief that you can express in a positive and convincing way in an interview.

An employer who hires a person to a trainee or entry-level position straight out of school cannot require a lot of on-the-job experience. He or she might expect a certain level of aptitude (scores on the G.A.T.B.), evidence of maintaining educational standards (school grades), proof of having taken certain classes (math, blueprint, shop) and of completing a succession of classes (diploma). Besides these, the employer will be expecting you to:

1. be interested in the work
2. be enthusiastic about entering the trade
3. have habits and attitudes that indicate you will be a good worker
4. be trainable
5. have sufficient maturity to stick at things even when they are difficult
6. be able to work satisfactorily with others
7. be realistic about what you want

A similar list to this has been drawn up by the Joint Apprenticeship Committee as recommended areas for questions in an interview.

a) Is he or she really intersted in the trade (1 & 2)
b) What is his or her attitude toward hard work? Has he or she done any? (3 & 5)
c) Does he or she have a sense of responsibility for performance, material, safety? (3 & 5)
d) Can he or she take orders? (3, 4, 6)
e) What is his or her attitude toward school? (1, 3, 4, 5, 6, 7)
f) Does he or she have realistic expectations? (7)

The figures in parenthesis show how the J.A.C. list covers many of the same points as the first list.

Since there are not many things that can be expected from you, it is very easy to prepare yourself for an interview so that you communicate in a positive manner what is important.

1. How to Communicate Interest and Enthusiasm

Your interest must be genuine. This does not mean that you have to have vast first-hand experience; it does mean that you have taken the trouble to find out about the job or trade for which you are interviewing. Before going to a hiring interview, your career exploration should be complete. Take advantage of all the written materials available, the work site visits suggested and any other sources of information and experience that your instructor can give you. It is not enough to think that you may be interested, you must know it; this is what the interviewer or committee wants to hear.

Similarly, your enthusiasm must be sincere. Never pretend to be enthusiastic in an interview. But also, it is not enough to say you are enthusiastic. To communicate enthusiasm, you have to reveal alertness in your whole body, sparkle in your eyes, liveliness in your voice; it is a feeling that can enliven and almost transform your appearance.

Some people are afraid to express enthusiasm, probably because they think those in authority want sober thinking, even-keeled, dull, passive people to direct. Employers prefer people who are alive enough to be able to work positively under occasional pressure or difficulties, to have enough spark and initiative to be aware of what is good work, what is safe practice, what are productive working relations. A person who says, in a dull monotone, that he or she is very interested in the trade may be sincere and genuine but is not very convincing. The interviewer will have to guess what is going on behind the words. It is very important to show your interest. When people are genuinely and visibly enthusiastic about something, they are guaranteed to capture the other person's attention and interest even if the subject matter is complicated or not in the listener's experience. It is not what people say that is boring but the way they say it. Someone who sounds dull and boring will be labeled dull and boring, and these are not the most desirable people to work with. Place a mirror next to the telephone at home, and the next time you speak to someone you like, watch your facial expression. Is it dull and lifeless? Could someone see when you are interested? Also, try watching the television weather forecast; this used to be a dull subject to be disposed of quickly with a still photo and a quick reader. Now, on many stations, there are TV weather people who tell you about rain tomorrow or fine weather elsewhere, with liveliness, interest and enthusiasm. Watch

and learn from them!

2. How to Communicate that You Have Habits and Attitudes That Show You Will Be a Good Worker

If you have little or no permanent work experience, you will need to find examples from school, part-time and summer employment, volunteer work and jobs done for yourself, family and friends. Each of us has a wealth of experience to draw from.

It is not necessary for you to have done weeks of physical labor to show that you know what hard work is and can do it. You could draw on examples such as: packing and loading when you moved into a house, walking the Pacific Crest Trail, doing regular yard and lawn maintenance, taking charge of small children, repairing bicycles, carrying sacks of groceries to customers' cars, picking vegetables and fruit, collecting and cutting firewood, being a stagehand, etc.

Likewise, your ability to be punctual, attend regularly, be reliable, produce high quality work, take responsibility, get along with others, take orders, etc., can be proved by many different types of experience. Your attendance for several years at church, your membership of a club, your daily appearance at school are typical examples of what you could use if, at school, you were almost always on time and rarely absent, than quote it as evidence that will help you get hired. Taking responsibility could be shown in your having handled a paper route, baby sitting, the choosing of the groceries. It is up to you to show, in your experience, that you have practiced good work habits. The interviewer will respond favorably not only to your examples, but to your positive thinking and self-confidence.

3. How to Show You Are Trainable and Follow Through on What You Start

School is the first and most obvious example; just having graduated from your high school and gained a diploma is sufficient proof. If, however, you had difficulties in school because of lack of interest or personal problems, then you will have to find examples from elsewhere. Sometimes people who have had poor attendance or temporarily dropped out of school, were, at the time, doing something else much more demanding. Some people have traveled continents alone, worked in dangerous jobs in poor conditions, lived off the land and

learned how to use their initiative, apply their intelligence, and persevere over long periods with little initial reward. People who dropped out of high school and took the G.E.D. later show practical proof of their ability to be self-motivated. Remember, if you are seriously applying, through genuine interest, for a job that involves years of training, then it is fairly certain that somewhere in your experience you have all the right work attitudes. The people who have no intention of fitting in to work routines and demands probably never have and would not be applying for an apprenticeship position.

4. How to Show You Can Work Well With Other People

The most immediate proof of this is how you get along with your interviewer. Are you pleasant? Do you have any annoying habits? Can you listen and understand what is being asked? It does sometimes happen that a person being interviewed gets into an argument with the interviewer, cracks a joke in response to a serious question or in other ways proves he or she cannot get on satisfactorily with other people. So, the first requirement is that your manners, your consideration and respect are demonstrated thoughout the interview. Next, you can draw on experience from anywhere that you think is relevant, e.g. being brought up in a large family, being a member of a sports team, taking part in white water rafting, being a helper in any work. Again, it is important for you to prove what you can do, but the range of possible illustrations is enormous. (There is no single correct answer, it is wide open to interpretation, and that is where opinion comes in.)

5. How to Be Realistic About What You Want

It has already been recommended that job site visits will sharpen up your sense of realism. Also, talking with other people who are in the work that you want will give you much practical information. You should also know what sort of a career ladder exists in your trade and how long it takes someone to climb it. It is advisable, however, in an interview for an entry-level position, to stress that you wish to be good at what you're applying for and not to talk about long-term goals except in very general terms. If you are asked what you want to achieve, you could say something like, "I want to be good at whatever I am doing and to be that, I'm prepared to work hard, to learn and practice new skills and to seek new experience." Even though this answer is general, it would be perfectly acceptable. You could follow up by showing that you knew exactly what this involved in the trade that you were hoping to join.

An employer is not going to be sympathetic to someone who talks about a fantasy job. Two people who would not get hired are a would-be apprentice plumber who wants to work in rich people's bathrooms or any aspiring apprentice who expects to work at one aspect of the job until he or she is bored, and then be moved to another.

There are a few other things you could be conscious of in order to interview successfully. These are not usually spelled out clearly by employers or committees beforehand.

1. Your Appearance

*Wear neat and clean clothes. The style of clothes should be similar to those worn on the job or to those worn by the interviewer. Find out what is appropriate long before you go to the interview. It is not necessary to wear suits, but remember that the attention you pay to your clothes says something to the interviewer about your attention to detail and the respect you feel for the importance of the interview. It has been known for people to be rejected because they neglected to clean the backs of their shoes!

*Be well groomed. Even if it is a dirty job, you still need to look well-scrubbed. You can communicate, in words, your readiness to get dirty if it means completing the job. You also would be advised to consider what the length and appearance of your hair might communicate. At the least, it might be considered potentially dangerous even if the interviewer doesn't have other thoughts about either men or women with long, unkempt hair. Be conservative for interviews. If you are different only because of your appearance, then you haven't got a lot going for you in an employer's evaluation.

2. Your Non-Verbal Behavior

*Turn up in plenty of time so that you are as calm and unflustered as possible. If your hands are sweating, sit with the palm upwards and then if you shake hands it will be a firm and dry grip.

*Sit upright and look alert during your interview.

*Leave your gum and cigarettes at home or in your car.

*Keep your hands below your shoulder level; don't touch your face or

make large gestures.

3. Be Positive at All Times

*Be positive about yourself; your skills, your experience, your ability and determination to do well.

*Be positive about other people and organizations. Never "bad mouth" a former employer and don't put down your school. If you had disagreements, take responsibility yourself and avoid putting anyone else down. The more supportive and open you seem to be, the more acceptable you are as an apprentice or trainee.

Self Assessment

In groups of three, role play an interview; one person will ask at least two of the following questions, the second person will answer and the third person will record his or her observations on the check list. Take turns in each role. The person being interviewed should chose a job he or she might be realistically trying to get.

Questions

1. What work have you enjoyed most? Why?
2. What work have you enjoyed least? Why?
3. What special skills do you have?
4. What hobbies or interests do you have?
5. Why should we hire you?
6. What are you good at?
7. What are your faults?
8. What kind of job would be interested in doing, as well as the one you are applying for?
9. Why are you interested in this particular job?

Observer's Checklist

Each person should copy this.

The person being interviewed seemed:	I was convinced by what he or she said.	I was unsure.	I was definately not convinced by what he or she said.
1. Interested in the job.			
2. Enthusiastic about starting work.			
3. Likely to be a good worker.			
4. Able to learn new things.			
5. Able to stick at something even when it is difficult.			
6. Able to get along with other people.			
7. Realistic about what he or she wants.			
8. To have a pleasing personality.			
Totals			

Post Assessment

This involves having an interview at least ten minutes long in front of the rest of the group. The instructor (or someone delegated by him or her) should ask the questions. After each interview, the rest of the group should give positive feedback to the person who has just answered the questions. Tell him or her what you thought was well done and what might be improved upon. Each person should decide before the role play interview what they are interviewing for. He or she should then answer all questions as if it were a real life interview. Most of the suggested questions were taken from those written as a guide by the Joint Apprenticeship Committee.

1. How did you become interested in our trade?
2. Would you, in your own words, explain to us your ideas concerning what the duties of a(n) _____ are and what type of work is performed?
3. What experience have you had that might help you learn the _____ trade?
4. What are your favorite hobbies?
5. Do you work on your own car?
6. What satisfaction do you expect out of being a(n) _____ ?
7. Are you aware that the work in this industry may be seasonal, hard and dirty?
8. What have you accomplished that you are especially proud of or feel good about? Would you tell us about it?
9. Let us imagine that you have our job of interviewing candidates. What would you look for in a person?

10. Do you have anything to add or have any questions that you would like to ask?

28.9

WORK HABITS AND ATTITUDES

Goal:

The apprentice will be able to describe the appropriate work habits and attitudes.

Performance Indicators:

1. Describe appropriate work habits and attitudes.
2. Describe how work habits and attitudes are conveyed to others.

Information

Once you have been hired or accepted as an apprentice, you will have to prove yourself on the job. You will already have found out much of what is expected of you. Continue seeking information about how to survive and get along. Ask workers who have been there for the longest time. Keep informed, at all times, about what is going on. You can be forewarned and forearmed for many of the things that will be expected of you in exchange for your pay and training. Your employer will want you to be:

1. Punctual and Dependable
   - *ready to begin work at the starting time
   - *in attendance every day
   - *calling in, if for any serious reason, you can't be on time or attend
   - *completing all assigned work on schedule
   - *finishing work to a consistent, high standard
2. Honest
   - *respecting and caring for property, material and tools
   - *giving a full day's work for you pay
3. Loyal
   - *as if you are the representative of your trade or company (Be familiar with its reputation and if you don't like it, leave it.)
   - *being positive about the job you are doing and the finished quality of the work (Some disgruntled workers spread rumors about poorly finished products that scare customers away. If you think the quality is poor, speak to your supervisor or boss rather than keeping quiet at work and making negative comments outside.)
4. Willing to Learn and Able to Accept Criticism
   - *listening carefully to instructions and being sure you understand them
   - *accepting criticism without becoming angry or defensive
   - *learning from your mistakes
   - *willing to follow positive suggestions

*trying to improve the quality of your performance at all times

When you start in a new job, there is a slightly difficult period of time when you may not be totally accepted by fellow workers, no matter how likeable or pleasant you are. They are waiting until you have proved your competence and shown a sense of responsibility. It may be surprising to find out that most of the ways in which you can be become accepted by your fellow workers are similar to being recognized as a good worker by your employer.

1. Be Reliable and Dependable

   People working with you want to know they can trust you, that you are not going to let them down, interfere with or interrupt their work or give them extra responsibilities. If you are assisting a journeyman, you need to be readily available with the material and equipment. Your dependability means money. It is just as important to your fellow workers as to your employer that you get to work on time, don't take days off, that you meet deadlines, keep promises and show you can work under pressure.

2. Be a Learner

   Be prepared to ask questions and learn from alternative techniques. A good learner always succeeeds because he or she is sensitive to things that are important to other, more experienced workers.

3. Be Enthusiastic and Interested

   In this way, you will be helpful, encouraging, cheerful and determined to maintain a high quality of human relations and work. You will also be great to be around!

4. Be Honest and Loyal

   Respect other people's property and opinions. Be prepared to communicate your feelings and opinions, at the same time be open to the possibility of being mistaken. Avoid, at all costs, bragging about yourself and making up stories about your experience, abilities and plans. Satisfactory relations with other people can be shattered if you are discovered lying about yourself in order to impress others.

In addition to gaining the respect of your fellow workers, you also need to prove your competence to your immediate supervisor; this is probably the most important factor in progressing at work. This does not mean being insincere or subservient; that way would lead to your being disliked by your fellow workers and mistrusted

by your supervisor. The number one way to sell yourself to your immediate supervisor is by producing a consistently high level of performance. But this is not always sufficient to be noticed. It is a good idea to keep a written record of all the things you have achieved and all the skills you have acquired. You could then use this as the basis for asking for advice from your supervisor about what you should concentrate on next. You will impress him or her by your thoroughness and ambition. You must, however, be genuine.

There are several other ways that are guaranteed to help you prove your worth to your supervisor and progress in the job:

Show your initiative by being willing to try new things, volunteering to take on tasks where you will learn something new. Also, show you can be busy at all times, even if it involves picking up a broom and sweeping the floor.

Take responsibility for solving your own work problems and even being prepared to solve some of the supervisor's problems. Be aware of what is needed and offer to help when you think it is appropriate.

Ask for help and advice from your supervisor when you can't be expected to know how to do something. It is better to admit the need for help than by being shy or overconfident or to ruin a tool or some equipment.

There is one remaining area that could seriously affect your work habits and attitudes. Sometimes, without you realizing it, some of your personal habits outside work (drowsiness from drink, drugs or lack of sleep) are going to make you unsafe with machinery. Heavy drinking or pot smoking, missing sleep or obesity can affect your performance. Abusing yourself through the heavy intake of any substance will seriously impair your ability to work, your dependability, reliability, sociability, capacity to understand and remember, and so on. Often people do not know that their behavior is altered for the worse. As soon as other workers start remarking on your performance, you are probably in need of help. There are many outside agencies that will offer you help without your employer knowing. Call your local Mental Health Association and ask for the name of someone you can contact for advice.

Self Assessment

Read the statements and write T if the statement is true and F if it is false in the spaces provided.

1. ____ If someone offers you a job, it is proof that you already have all the right work habits and attitudes.

2. ____ Being dependable is doing the same thing every day, even if it is being late five minutes each morning.

3. ____ It would help both your fellow workers and your employer if you called in when you had to miss work due to illness.

4. ____ An honest day's work is doing as much work as you feel like doing that day.

5. ____ If you are frequently heard putting your trade or company down, other people will wonder why you stay in that job.

6. ____ You get along best by showing you can do everything yourself, being super confident and never admitting any mistakes.

7. ____ One person's poor work can bring down the earnings of another worker.

8. ____ The most successful workers know how to "suck up" to the supervisor.

9. ____ It is possible to smoke "pot" every day and be completely reliable at work.

10. ____ A good worker is also a good learner.

Self Assessment Answers

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T

Post Assessment

Put a check mark in the blank of the answer or answers that you think best cost completes the statements.

1. Workers who are loyal
   a. ____ get what they can from the company
   b. ____ criticize their workplace to outsiders
   c. ____ act as representatives of their trade or work
   d. ____ try to solve problems related to work, at their work

2. When you start a new job, you need to
   a. ____ tell everyone how good you are
   b. ____ find out what is expected of you
   c. ____ critizice the boss to your fellow workers
   d. ____ prove your competence to your fellow workers

3. If you are given an assignment that is too difficult you should
   a. ____ ask for advice from your supervisor
   b. ____ wait until the deadline and say it was too difficult
   c. ____ complain to everyone near you
   d. ____ keep silent and hope that nobody says anything about it

4. People who are honest
   a. ____ try to give a full day's work for their pay
   b. ____ get away with as much as they can
   c. ____ return things that they find lying around to their proper place
   d. ____ admit their mistakes

5. If you accept criticism when you have done something badly
   a. ____ you are stupid and weak
   b. ____ you admit to being incompetent
   c. ____ you are prepared to learn from other peoples' feedback to you
   d. ____ you make the same mistakes over and over again

6. A worker who is enthusiastic
   a. ____ shows interest in his or her work
   b. ____ is cheerful with other workers
   c. ____ helps others
   d. ____ shares his or her ideas

7. A young worker who proves his or her competence to a supervisor
   a. ____ would sell him or herself to anyone
   b. ____ is interested in getting along
   c. ____ is an "apple polisher"
   d. ____ lacks enough confidence to do things by him or herself

8. A heavy smoker of marijuana
   a. ____ will not be very dependable in high-speed work
   b. ____ is likely to harm his or her short-term memory
   c. ____ will seriously affect his or her progress at work
   d. ____ will be unsafe operating machinery

9. Good work attitudes and the ability to take on responsibility
   a. ____ can be seen in your behavior at work
   b. ____ are unimportant compared to the mechanical skills required on the job
   c. ____ are the best way to survive and succeed in a job
   d. ____ are something for older workers

Instructor Post Assessment Answers

1. c, d
2. b, d
3. a
4. a, c. d
5. c
6. a, b, c, d
7. b
8. a, b, c, d
9. a, c

28.10

EXPECTATIONS

Goal:

The apprentice will be able to describe the impact of expectations on success.

Performance Indicators:

1. Describe self-fulfilling prophecy and its results.
2. Describe idealistic prediction of the future.
3. Describe realistic predictions of the future.

Introduction

This module discusses the ways in which our predictions of what is going to happen and of how we are going to feel and behave, either limit or open up possibilities for us. It is important to put aside prejudices (prejudgments) before entering work, and be able to demonstrate more flexible expectations. It will help you to be more open to change, more tolerant of others, kinder to yourself and a more successful worker.

Study Guide

To complete this module, follow the guide below. Please check off the tasks as you complete them.

1.____Read the Information section and discuss it with at least one other person to clarify anything you are unsure of.

2.____Complete the Self Assessment and compare your answers with those on the Answer sheet following the questions. Discuss your answers and any other questions you might have with your instructor, or with a group of five or six other students. Ask your instructor to arrange the class by dividing it into groups.

3.____Complete the Post Assessment. Answer the questions in writing, either by yourself or in small groups. Choose one person to record the answers. When you and your instructor agree that you have demonstrated your understanding of the ideas in this module, go on to the next one.

Information

Although no one yet has come up with a certain method of predicting the future, we live much of our lives as if we ourselves can do it. Not only do we act as if we can predict what might happen, we often arrange things so that what we anticipate will come true; so we can say, "I told you so."
Here are two examples:

1. SITUATION: A person is going for a job interview.
   WHAT THE PERSON EXPECTS: "The interviewer is looking for somebody much better qualified than I am. I don't have much of a chance of getting the job."
   HOW THE PERSON BEHAVES: He or she appears uncertain, disinterested and lacking in confidence. The person is unable to enlarge upon and sell his or her own experience and skills.
   WHAT HAPPENS: The person is turned down. "See, I told you so."

2. SITUATION: You are confronted with a new task, of which you know the component parts, but have never fitted them together before, e.g. you know how to make carpentry joints, but have never built a particular type of frame.
   WHAT YOU PREDICT: "I'll make a mess of this if I'm not shown exactly what to do.
   HOW YOU BEHAVE: You wait around to be told what to do, or interrupt another worker who is busy. You appear to be unsure, lacking in initiative and totally dependent on others.
   WHAT HAPPENS: You acquire a reputation for being incompetent and always needing to be told exactly what to do. "There, I told you so."

There is some feeling of security in being right, but it is a long way from satisfactory if we have our greatest successes in predicting our own failures.

Look at the interview situation from another viewpoint.

3. WHAT YOU PREDICT: "This is a little scary, but it will give me the opportunity to show enthusiasm, a positive attitude toward work, and to communicate the skills and experience I have that are relevant to this job."
   HOW YOU BEHAVE: You're interested and enthusiastic, with a lot of relevant information to give. You seem to have a good work attitude.
   WHAT HAPPENS: You impress your interviewer and have a very good chance of being hired.
   YOUR RESPONSE: "I always believed I had a chance of succeeding." (This is a winner's attitude.)

Having optimistic and positive expectations does not guarantee the future, but it goes a long way toward preparing you to be a winner. (The opposite is much more reliable; predicting failure is likely to bring it about.)

However, it is not enough just to think positive for good things to fall into your lap; this is where your effort and organization count. In order for your expectations to lead you in the direction of success, you need to be both idealistic and realistic. Being idealistic involves having ideas, being creative and imaginative. Being realistic entails keeping close to facts and details, never straying far from what you see as truth. These two stages, the idealistic and the realistic, are not opposed or opposite; they go together. You could describe the idealistic expectations as the plans, whereas the realistic expectations are the finished product.

The sequence goes from planning (idealistic) to the product (realistic) and then back to planning. The cycle is continuous; it never needs to end. In the same way, as soon as you find your expectations and/or predictions of what will happen are getting stereotyped and recurring over and over again, it is time to change them. Look for alternatives. Rewrite your future.

Many people either leave out the idealistc stage and remain trapped in their past experience of reality. That means that if you had difficulties in some situations in the past, you predict you will have the same problems in the future.

This leads to the old punch line, "I told you so."

On the other hand, some people do not arrive at the realistic stage; they stay in the dreaming state, e.g. "someday I'll be left a fortune, I'll be offered a top job, my boss will leave." Or, like the entry-level worker at his or her interview who says his or her ambition is to be president of the company; the aim, in itself, is not silly, it simply has not been through the second stage of reality .

Here is the process in action:
IDEALISTIC PREDICTION: I will be the owner of the largest construction business in the country.
REALISTIC PREDICTION: If I gain the experience, work hard at the skills and keep my eyes open for opportunities, I will progress quickly in construction work and maybe I'll be able to form my own sub-contracting business, and then....
PRESENT BEHAVIOR: Working to achieve one step at a time.
COMMENT: The realistic prediction arises out of the idealistic one, and has a good chance of happening.

Expectations for yourself are similar to making pre-judgments about other people or groups of people. Have you noticed that people who are heavily prejudiced, maybe against young workers, old workers, men, women or whatever, rarely change their mind when they encounter disproof of their initial expectation? They will often counter contrary evidence by saying, "He or she is an exception; the rest of them are just as I've always told you." The same goes for people who are not flexible about their expectations or predictions. They will turn around, after a very successful experience (to everyone else's eyes) and say, "That was just a fluke--just good luck for once," and they imply, "you wait until next time and I'll show you how I can fail." They engineer the future so that they can say, "See, I told you so."

This module is written with the assumption that it still feels better to win than to lose. Of course, losing is easier, more predictable. It is more

difficult, but much more satisfactory, to make a prediction that results in you being able to say, "I always believed that I could do it." That is a hard-won and well-deserved success.

You deserve it.

Self Assessment

Following are some common personal expectations. In the space by the number write a T if it seems true for you, or an F if it seems false for you.

1. _____Any job I try for, there will be plenty of better people applying.
2. _____Getting into a trade will be difficult, but it is worth preparing for and sticking with.
3. _____I will be able to find interest in most work.
4. _____The more I allow people to know me, the more likely it is that they will accept me for who I am.
5. _____I will never be happy unless I have a continuous, close, romantic relationship with someone.
6. _____There will be only one job that I could ever fully like.
7. _____Nobody could ever love me.
8. _____I will find it impossible to be on time for work in the mornings.
9. _____I will take responsibility for my actions and allow other people to take responsibility for theirs.
10. ____I will always be a failure until I get a top job.
11. ____Most people will put in a hard day's work if they feel they are getting a fair return for their labor.
12. ____At work, there will be excessive demands on me to perform better than I can.
13. ____A good job will give me a lot of sense of self-respect.
14. ____I won't be able to fit in with rules that someone else has made up.
15. ____I will probably meet a lot of people I like in my work.

16.____Most people in work are honest and dependable.

17.____If people get to know me, they will not like me.

18.____I will be happy if I can like myself.

19.____I will be rewarded and recognized to the extent that I put in the effort.

20.____If I can give love and friendship, I can receive it.

Self Assessment Answers

1. F
2. T
3. T
4. T
5. F
6. F
7. F
8. F
9. T
10. F
11. T
12. F
13. T
14. F
15. T
16. T
17. F
18. T
19. T
20. T

THE SITUATION	WHAT YOU EXPECT/ PREDICT MIGHT HAPPEN	HOW YOU MIGHT BEHAVE OR FEEL	POSSIBLE CONSEQUENCE
A young worker's first day on the job.	When you start on the job, the other workers will play practical jokes on you to make you look like a fool.	"I'll show them. They won't fool me." You act unfriendly and cautious, responding to the simplest request with suspicion, unable to laugh at anything in fear of being made a fool.	The other workers think, "This kid seems hostile, not making any effort." They ignore you or send you for a "wire stretcher." Your response: "I told you so."
THE FIRST PREDICTION WAS ONE LEADING TO FAILURE: HERE IS AN ALTERNATE RESPONSE			
The same	"When you start a job, it's necessary to show that you can get along. Sometimes, as an initiation, you have harmless jokes played on you. This is something to have fun with.	Showing skills at being friendly and having a sense of humor. When you're asked to get a rubber hammer from the truck, you get a cup of coffee and come back later, looking bewildered and saying, "They didn't have one."	Other workers have a good laugh and think "this kid's pretty sharp and can take a joke." Your response: "I knew I could come through in a positive way."

Following is an example of what you will be asked to do.

Now, you are asked to do the same for the situations described below. What is the worst thing you might expect in that situation. Write down how you might feel and act if you believed that prediction would definitely come true. Follow through on the possible consequences. Then take the same situation and try rewriting the future. Under "what you expect," write a positive anticipation of what might happen. Again (after discussion, if you are working with a group) write down how you might act and feel if that expectation came true. Suggest the possible consequences. In doing this exercise, try to keep as close to your own actual experiences as possible.

THE SITUATION	YOUR EXPECTATIONS OF WHAT MIGHT HAPPEN	HOW YOU MIGHT BEHAVE AND FEEL	POSSIBLE CONSEQUENCES
1 A. It is 1:00 a.m. You are returning home much later than you said you would. As you enter the front door, a light goes on in one of the bedrooms	The worst:		
----------NOW WRITE AN ALTERNATIVE EXPECTATION			
1 B. The same:	The best:		
2 A. You are an apprentice. It is lunchtime; and you enter a room where a group of workers you don't know very well are talking and laughing.	The worst:		
----------NOW WRITE AN ALTERNATIVE EXPECTATION			
2 B. The same	The best:		

Two more situations are suggested. These will require another worksheet.

3 A. You are late in completing your job assignment. Your supervisor is coming up to you.

4 A. It is the day of the picnic you have planned with your friends. You turn on the radio to listen to the weather forecast.

28.11

WIDER INFLUENCES AND RESPONSIBILITIES

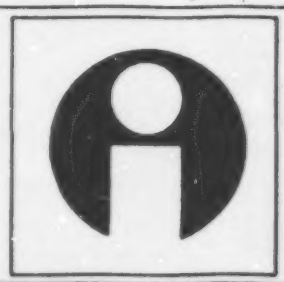
Goal:

The apprentice will be able to describe their influences and responsibilities that extend beyond the immediate working environment.

Performance Indicators:

1. Describe relations with people in authority.
2. Describe relations with family and friends.
3. Describe other relationships that extend beyond the job site.

Study Guide



Read the following and check off each task as you have completed it.

1. ____ Read the Information section.

2. ____ Complete the Self Assessment and compare your answers with those on the Self Assessment answer sheet. If your answers are different, re-read the Information section.

3. ____ Complete the Assignments; these will involve writing and discussing with one or two other people.

4. ____ Complete the Post Assessment exam and then continue to the next module.

Information

In the modules so far, we have concentrated on the experience of working with and along side other people and the day-to-day interpersonal challenges and opportunities which that involves. However, we have not spent any time discussing the two entirely different roles that a supervisor or boss might have in relation to you. Also, it is of benefit to identify some of the other people and groups that can affect how soon you settle down in your job and what your expections for that job will be.

RELATIONS WITH PEOPLE IN AUTHORITY

First, there is your job of authority; this can be represented by workers with seniority, supervisors, employers and sometimes by customers. How do you respond to authority? What does it mean to you? Some people find it difficult to respond in a relaxed and confident way when they are being told to do something or being criticized. We have already looked at the skill of taking criticisms, but, when there is the added force of it coming from a person in an authority role, it may become even harder. In talking about people in authority, what is meant is those individiuals who have the privilege and power to make decisions about how and what work should be done, the right to direct others and the possibility of handing out rewards or punishments (in verbal or materialistic forms). Their role could seem like a stern and distant parent or it could be much more informal.

In some ways, the more formal a workplace, the easier it is to determine how to deal appropriately with people in authority because they are given titles and clearly defined roles. Your first goal should be to find out who has the authority. If this is not easy to identify through job titles, then you will have to ask very quickly who is entitled to give orders to you and who in turn gives directions to that person, and so on, up to the final authority. The last person is not always the most powerful because he or she will probably delegate a lot of authority. For example, the owner may wish to have nothing to do with the hiring, firing and other personnel issues; he or she will, in this case, hand the responsibility over.

So, if you have problems or grievances that cannot be solved in the manner described in the previous modules, it is very important to know who has the power to help you.

The larger the business you work for, the more specialized will be the roles of people working there. In a small working organization, however, the roles and the power are likely to more general and more informal; this can lead to a more relaxed atmosphere, but it can also present different problems. In an informal business, it is even more crucial, if you want to progress rapidly, that you find out what is expected of you as a worker. There are often unwritten rules and customs and chains of command that you disregard at your own peril. For example, it might happen that borrowing basic hand tools or even sitting on the wrong box during the lunch break could lead to unnecessary conflicts. Many customs and rules evolve over the course of time; there are often expectations of apprentices that you need to pick up very quickly and which vary from shop to shop. The advantages of informal authority is that people can be closer and get along well together; a disadvantage is that it is not always clear what your position is, and it <u>is</u> important that you find your place in the hierarchy and start to build the initial stages of your career identity around that.

A difficulty that many young workers have is learning how to behave toward their boss as an equal human being and yet, at the same time, accept orders and criticisms as if they were from a different person. In fact, these two ways of responding recognize two different roles that the person in authority has. The skill lies in not feeling put down by someone who has been joking with you a minute before; and being able to show respect for someone's authority when, during lunch break, you have been arguing with him or her about a movie you have seen or sharing food together. However, it is an important way to survive in a job, getting along with and impressing your immediate supervisor. You can do this by sharing an ability to relax with him or her in your communication and yet being able, also, to demonstrate to him or her your high level of performance on the job.

RELATIONS WITH FAMILY AND FRIENDS

When you start a new job, you can predict quite a few changes in your present life style. You will have a new schedule, increased responsibilities, the possibility of out-of-town work, and the great pressure of having to learn the new social rules that allow you to fit in. It is potentially a tense time and it will affect not only you, but anyone you are close to--family, intimates, friends. It is during stressful times in your life that you need to recognize the possible bad effects

that they might have on your relationships. This can come about through your own new preoccupations, interests and uncertainties which take away from your giving as much time as you previously did to people you enjoy being with. This might be something for you to discuss with them so that they understand what might happen. Also, it is useful, if you are prepared for this possibility and you do want to keep your relationships healthy, to plan to devote quality time to the other person even if less hours are involved.

With the new demands of your job you might well ask yourself how much can you even talk about your work to people who do not know the environment and conditions that you are speaking to them about. Some new workers strain the patience and friendship of people they have known before they started their job. Of course, it might be that your new work involves you with new people and the chance of making new friends, in which case it might be necessary to resign yourself to seeing a lot less of former friends and acquaintances. This is something to be aware of and, if you are in a relationship that is extremely important to you, you will probably need to share with him or her the possible consequences and stresses on your relationship that taking your new job might bring about.

Take a simple but frequently recurring example: you discover that you cannot get a paid vacation for the first summer, when you had already planned to travel with your boy or girlfriend. An equal and happy relationship will come through many changes of plans and directions, but only if both people are aware of, and are open about, any clashes in their loyalties and responsibilites that might happen. Any relationship that is important to you will only prosper and grow by your caring for it. When you have an intimate, long-term relationship, it is not sufficient justification that your work is tiring, to come home, flip the switch and flop in front of the T.V. all night. Although your home is a place to relax, there is work to be done in maintaining a happy relationship.

Likewise, it is important that your leisure interests and activities are not submerged by work. Even when you are devoting a lot of time to your job, you need to keep your out-of-work interests alive and varied. One other point about the overlap of work experience to your outside work relationships is that "people problems" that originate on the job, should be dealt with on the job. It is too much to expect people close to you to be counselor, advisor and consultant on your interpersonal problems at work; you can only solve these by dealing with them on the spot, and the previous modules encourage you to do so.

There can be another unnecessary conflict when home issues are carried over into work. There are many problems, such as illnesses at home, responsibilities for children, money pressures, and, the most frequent problems, upset in your intimate relationship. Each one of us has the skill to turn on and off the display of our feelings; it is not necessary to go around with a large neon sign proclaiming: "I had an argument at breakfast." It is <u>not</u> the responsibility of the people you are working with to solve, or even sympathize, with your problems at home. You are the same person in both settings, but you have the ability that all of us have: to act in different ways with different people. If you are angry with your friend, tell your friend and don't take it out on, or bore, your fellow workers. It is relatively easy to leave all your problems behind when you are working in a more formal organization where personal matters are rarely discussed; in an informal work setting it may be more difficult. But, it is not essential to tell everyone your innermost secrets. A person who goes around moaning about his or her problems at home becomes a big bore. Whatever your experience at home, it rarely pertains to your work. If some circumstance arises which you see as very serious--for example, an accident or bad illness at home, then <u>you</u> have to decide your priorities. If it seems more important for you to be at home, then you must communicate that to your boss and then take full responsibility.

Remember, it's not what you do, but <u>how</u> you do it that makes all the difference. If you approach your boss and say, "I'm very sorry that this has happened, but I feel I have no choice but to stay at home and care for him or her at least for today. Is there any way that I can make up for the work I will lose?" Then your boss will have to very cold-hearted to be other than accepting to the inevitable. If your work relations are good, your fellow workers will always give you support in time of unforeseen emergencies.

OTHER INFLUENCES

There are many other groups you may have dealings with when you start work. Your relations with them could effect the level of satisfaction you reach in your job. Here, we will only mention very briefly a few of them.

When you are an apprentice, you have obligations and responsibilities to your trade, the representatives of that trade on the Apprenticeship Committee, and the instructors in your apprenticeship classes. The survival skills required in getting along with these are different from your straight forward person-to-person relations. Here, the central influence is your feeling of identity within the trade that has accepted

you; it is therefore, the standards, the values, the goals of that trade which will influence your behavior. If you can't accept the basic values of your trade, then you probably do not belong in it.

You might also be involved with a union. Again, your membership in a union should be in harmony with your own beliefs and behaviors. If you see the union as a body concerned with increasing the influence of workers on wages, hours, working conditions and job security, and you approve of that concern, then it is your responsibility to support it actively. If you have a different experience or view of your union, then again it is your responsibility either to be active and help to bring about change or to leave. It is useless to complain that your representatives have not done a good job if you never attend a meeting or bother to vote. It is a well-known comment (with a lot of truth in it) that the union is only as good as its members.

Each organization will offer other benefits and obligations. One example is social clubs or more frequently informal social get-togethers organized from work. Look at what is involved. What purpose are they serving? Is it important for you to attend and participate in order to be accepted by the other workers? Are invitations to social gatherings a sign that you are now fully accepted as a fellow worker? Are they being used by the employer to encourage better communication between workers? Find out who goes, what happens, what the consequences are of going or not going. Find out beforehand. You can decide whether to accept and, therefore, support the purpose behind the social activities, by taking part, or choose not to participate because you disagree with them or see them as not being fun or useful to you. The responsibility is yours. The advice here is to know, whatever you choose to do, what it is you are doing and why.

You will come in contact with other workers who are not in your particular trade. In construction work, many trades work in the same location. It is essential that you consider the people who will follow you into an area to complete another phase in the construction. If your work may create unpleasant conditions for other people, tell them about it before you start. If someone is finishing dry wall and you start spraying paint in an adjacent area because nothing is going to slow you down, then you are lining up trouble. At all times, as with interpersonal relations with your fellow workers, the main guideline is that your respect for another person as an individual with the same rights as yourself should be demonstrated in the way you behave to them.

Settling down at work might be affected by your relations with various Federal and State offices. For example, the taxes you pay can influence the number of hours you work and, as a result, could affect your feelings of well-being and even your relationships at home. It is difficult to separate completely the influence of any of these groups and organizations that you have dealings with or belong to, from your experience at work. When you start work, a whole new world of inter-connections is created. It is like throwing rocks into a still lake; each possess a center of its own, but the ripples that radiate outward overlap and influence those coming from other center points. What is clear is that the more realistic you are about what might affect you when you start work, the more chance there is that you will stay in that job and enjoy it.

Self Assessment

Answer the following questions.

1. How do you identify who has authority in a work situation?

2. What is an informal workplace like?

3. What difficulties may arise in working for a boss who is very informal?

4. When you start in a new job, how might this affect your close "outside-work" relationships?

5. If you have relationship problems at home, where is the best place to deal with them and try to solve them?

6. If you are an apprentice, where is your first loyalty?

7. Satisfactory interpersonal relations have one thing in common. What is it?

Self Assessment Answers

1. Those people who have the privilege of making decisions about the work, the right to direct others and the power to reward or punish.

2. It is generally a more relaxed working atmosphere but also there are more unwritten rules and customs that you need to find out about if you are going to progress.

3. Being able to combine a respect for his or her authority, at the same time as responding to him or her as an equal human being.

4. It might strain them.

5. At home.

6. To your trade.

7. Respect for people as individuals.

Assignment

1. Make a list of the different roles you have during the course of one week. For example, you are a student, a friend, a son or daughter, you are a....etc. Identify and write down what your responsibilities are in each of these roles and discuss with a partner what you have found out.

2. Discuss with a partner and write down the reasons why you think school or college exists. How many of these reasons do you personally support and agree with?

3. Choose one job (full or part-time) that you have done, and write down all the rules and customs that you were supposed to follow. How many of these did you have to learn about by actual experience rather than by being told before you started?

4. Write down and then share with at least two other people, any experiences you, or maybe someone in your family, has had where work problems overlapped into the home. How were these dealt with?

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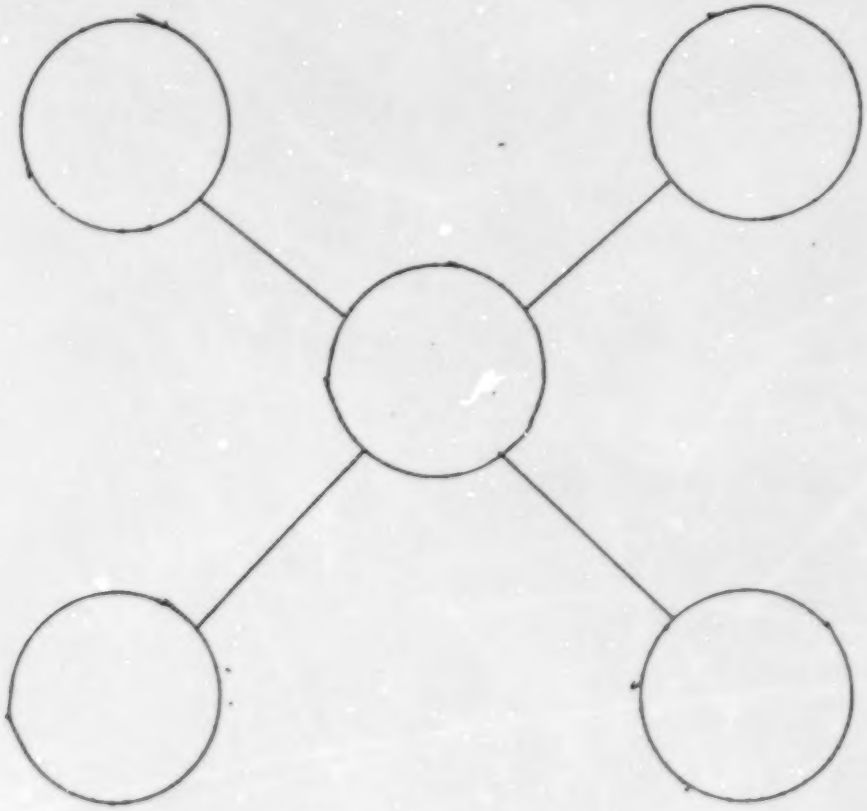
• Post Assessment

Write your name in the center circle. In the other circles write the names of other people (individuals and groups) and organizations that might have some effect on you when you start work.

Draw as many extra circles as you require.



28.12

PERSONAL FINANCE

Goal:

The apprentice will be able to describe the concepts of personal finance.

Performance Indicators:

1. Describe budgeting.
2. Describe savings and investments.
3. Describe credit.

Study Guide

This guide has been prepared as a "blueprint" to assist you in successfully completing this module. Complete the tasks in the order listed below, checking each item off as you complete it.

1. ____ Read the Goal and Performance Indicators on the cover of this module. This will explain to you the topics which will be covered and how you will be expected to demonstrate your understanding of them.

2. ____ Study the Information section. This will provide the information necessary to pass the Post Assessment exam.

3. ____ Complete the assignments on the Assignment page. This will assist you in further understanding the topics covered.

4. ____ Complete the Post Assessment exam and turn it in to your instructor for grading. It is recommended that you score 90% or better on the exam before going on to the next module.

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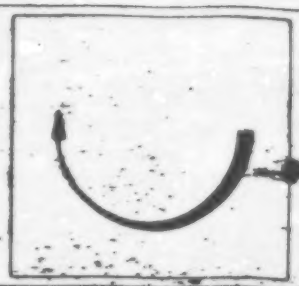
Information



This module is concerned with explaining to you the types of financial plans which can help with managing your money. A financial plan is no more than a systematic program for saving, spending and investing your income. All too often, it seems, apprentices, like a lot of younger people, take on the responsibilities of marriage and family, buying a home, furniture, a new automobile, and clothes for baby. Should the apprentice be injured or laid off due to seasonal work cycles, the payments on these purchases may be in jeopardy. Often the apprentice becomes buried in a pile of unpaid bills, money and personal worries, and such worries can cause additional problems at work.

This module will explore some of the reasons for financial planning, some of the ways to do it and some of the ways of protecting your investments. In short, you've spent a good deal of your life learning how to make money; you'll now learn a few things about spending it.

The reasons for financial planning are many: to see where your money goes, to get the maximum benefit from your income, to prevent wasteful and unnecessary spending, to reduce money worries, and finally, to maintain financial stability.

BUDGET

The first step most people take in financial planning is to prepare a family budget. An example of a typical family budget is found on the following pages. Budgets are no more than a listing of expected incomes and expected expenses for a certain time period--a week, month or year.

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MONTHLY BUDGET

INCOME

Regular Monthly Income (after payroll deduction) husband _____
wife _____
other _____
Regular Monthly Income Total _____

EXPENSES

Normal Monthly Expenses

1. Housing (rent, mortgage, etc.) _____
2. Utilities: _____
   - Electric _____
   - Gas _____
   - Water _____
   - Garbage _____
   - TV (cable) _____
   - other _____
3. Food _____
4. Cigarettes _____
5. Allowances _____
6. Auto, gas & oil _____
7. Child care _____
8. Insurance _____
9. Medical & Dental _____
10. Prescriptions or drugs _____
11. Pledged contributions _____
12. School expenses _____
13. Hobby (hunting, fishing, etc.) _____
14. Entertainment _____
15. Child support _____
16. Union dues _____
17. Miscellaneous _____
18. Other _____
19. Fixed Debts:
    a. Auto payment _____
    b. Visa _____

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There are two objectives to budgeting. The first is to implement a system of disciplined spending; in other words, to spend only that amount of money allocated to each category. The second, which can be successful only after the first is mastered, is to cut down needless and wasteful expenditures in each of the categories. Unless these two objectives are met, budgeting can never be totally successful.

The major steps in budgeting are as follows: 1) determine goals, needs and wants, 2) estimate total income--both fixed variable, 3) analyze your past expenditures, list fixed expenses (rent, house or auto payment, insurance, etc.), estimate flexible or variable expenses (entertainment, groceries, miscellaneous, etc.), 4) set aside money for savings and emergencies, 5) evaluate your budget over the weeks and months to see how well it works.

Other types of written records to become familiar with and use are net worth statements, household inventory statements and tax records--medical and drug records and the like.

Discretionary income, a term you may have heard before, refers to that amount of income each week, month or year that a person can use at his or her own discretion. It is income that is left over after the bills have been paid. A lot of discretionary income goes into savings or investment. The apprentice should be aware of the types of factors which should come into play in deciding how to spend discretionary income.

Those factors which affect savings decisions are: 1) your needs and wants and goals, both short term and long term, 2) the amount of discretionary income you have, 3) your attitudes toward saving, 4) the purpose of your saving, 5) how convenient it is to save, 6) the need for liquidity, that is, converting your savings to cash in a short time, 7) the potential for growth of your savings, as determined by rate of interest, method of compounding interest, length of investment, economic conditions and the tax implications your savings might have on your income tax returns. The same factors will influence not only your decision on savings, but your decisions on making any wise investment. Those areas which are open to investment include savings accounts, certificates of deposit, credit union shares, bank notes, U.S. Savings Bonds, tax-free municipal bonds, mutual funds, tax-sheltered annuities, common or preferred stocks and bonds, Keogh or IRA accounts, life insurance and items such as gold and silver or real estate. Again, not all of

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these investment options pertain to everybody; the factors listed above which affect your personal savings and investment decisions will elminate many of them, and make others more attractive.

CREDIT

Consumer credit is a right you've established to buy now and pay later. There is a slight difference between consumer loans and consumer credit. A borrower of a consumer loan goes to one party to borrow money, then goes to a second to buy. A borrower of consumer credit borrows from the seller. Regardless of the transaction, the borrower pays a fee for the use of this money: a finance charge. This fee is usually comprised of two parts: interest, the amount you pay for the opportunity to borrow money; and carrying charges, the costs the lender incurs by lending you money.

There is no one way in which you can determine how much debt you should carry. It is generally determined by your need and the lender's estimation of your ability to repay. A general rule to measure your debt is to consider your ability to cover your debt payments out of your disposable income. If no more than 20 percent of your disposable income is used to make installment debt payments and other interest-bearing debt payments (excluding the mortgage on your home), you probably will avoid misuse of credit.

Loans are obtainable in a number of ways from a number of financial institutions. Bank credit cards are a form of consumer credit, as are charge cards from big retail businesses. Banks make loans, as do credit unions, savings and loans institutions, consumer finance companies and pawnbrokers. Money can be borrowed from certain life insurance policies. You can pay anywhere from 5 to 120 percent interest on loans from these various sources. It's best to shop around for the best bargain.

The Consumer Credit Protection Act of 1968 requires, among other things, that the true and full terms of credit transactions between lender and consumer be fully disclosed before the transaction is completed. All charges, rates, payments, dates, any collateral and penalties must be spelled out. If you have any doubts about the transaction, there are a number of consumer protections which have been established to help. The Better Business Bureau can assist in locating the proper agency.

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Debt is a liability, although a necessary one for most people. It can allow you to possess many things which you could not pay cash for outright; it can also bring the unwise user to financial destruction.

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Assignment

As part of the requirements for the successful completion of this module, you are required to complete the following tasks as assigned. You must complete one in each section.

Section A

After consulting your spouse and other family members, complete the monthly budget in the Information section (or prepare your own) by filling those blanks pertinent to your family economic situation. Show it to your intructor for approval.

OR

There are categories other than those listed in the budget as presented in the Information section. For example, tax returns are not generally figured in regular monthly income, nor are rents collected, interest, dividends, etc. Likewise, there are many expenses not listed in a monthly budget--auto and home repairs, Christmas funds, gifts, other insurance premiums. Prepare a full budget for other income and expenses (anything not regular monthly) and turn it in to your instructor for approval.

Section B

Assume your budget permits you to save or invest $100.00 per month, beginning the 1st of next month. You want to buy a new bedroom set which costs $1550. Your bank balance is currently zero. A salesman has told you that you can buy the set for no money down, $100 a month at 20% interest. You know you can get 7 1/4% on savings compounded annually, at your credit union.

Write at least a one-page report (which shows your mathematical calculations) on how much the bedroom set would cost (including interest) if you bought it under the terms described above. Also in the report, determine exactly how long it would be before you could pay cash for the bedroom set, if you invested in the credit union. Show the report to your instructor.

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Section C

You need to borrow $1,000 for an operation on your dog. Lender A has approved you for the loan but must charge 15% interest and you must repay in six months. Lender B has also approved you for the loan, but will charge 7% interest, but must have equal monthly payments, and will charge $27.50 carrying charges if you pay off in less than 14 months. Write a report, showing your mathematical calculations, on which lender will charge you the most. Turn the report in to your instructor.

NOTE: Feel free to contact your banker or financial advisor for help on any or all of the assignments.

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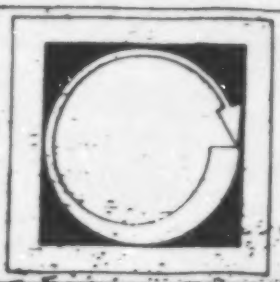
Post Assessment



Complete the following questions and problems below.

1. Name one reason for financial planning.

2. Budgets are a listing of _____ and _____ for a certain time period.

3. Liquidy is _____.

4. A fee which is charged for the use of someone else's money is comprised of two parts: _____ and _____ _____.

5. One of the rules for determining the measure of debt you should go into states that if no more than _____ percent of your disposable income goes to paying off a debt, you'll probably not get into debt problems.

6. The amount of income you can spend at your own discretion is referred to as _____ income.

7. The first objective of budgeting is to implement a system of _____ spending.

8. The second objective of budgeting is to cut down on _____ and _____ expenditures.

9. The _____ _____ _____ Act of 1968 requires that all terms of a credit transaction be made known.

10. The purpose of evaluating your budget is to _____ _____.

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Instructor Post Assessment Answers

1. see where money goes
   get maximum for money
   prevent wasteful spending
   reduce money worries
   maintain financial stability

2. incomes, expenses

3. the ability to convert assets to cash

4. interest, carrying charges

5. 20

6. discretionary

7. disciplined

8. needless, wasteful

9. Consumer Credit Protection

10. see how well it works

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